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AUTHOR Rogan, Pat; Davern, Linda
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ABSTRACT

The Inclusive Education Project was a collaborative demonstration project between the Division of Special Education and Rehabilitation at Syracuse University and the Syracuse City School District, in New York. It was designed to meet special problems of children with severe handicaps in regular education settings. Project goals included: (1) develop eight demonstration sites that exemplify inclusive education models, from elementary to high school levels; (2) develop a building-level process to create or further develop a model that includes students with severe handicaps; (3) develop criteria for establishing an inclusive education model for students with severe handicaps; (4) develop a tool that can be used by districts to evaluate their integrated classroom programs; and (5) engage in a district-wide planning process that protects the integrity of the model programs and assures their continued expansion. The eight schools engaged in a building-level process that helped to clarify, further develop, and gain consensus on approaches to education that promote the inclusion of students with severe disabilities. Leadership institutes were held to strengthen the commitment of administrators to inclusive education and to develop a local network of people with expertise, and implementation materials based on the project experience were produced and disseminated. This final report provides details and project objectives, findings underlying the project approach, a description of the model and participants, a list of methodological and logistical problems, evaluation findings, and project impact. Appendices provide background materials relating to the project. (JDD)

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Final Report

84.086D Innovations for Meeting Special Problems of Children with Severe Handicaps in the Context of Regular Education Settings

Proposal Title: **Inclusive Education Project:** A Building-based Approach to Developing Classroom and School Models that Include Students with Severe Handicaps

Grant Number: H086D90019

Submitted By: Pat Rogan, Ph.D., Project Director
Assistant Professor of Special Education and Rehabilitation
Syracuse University

and

Linda Davern, M.S., Project Coordinator
Syracuse University

November, 1992

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Part II

Inclusive Education Project--Abstract

The Inclusive Education Project was a collaborative demonstration project between the Division of Special Education and Rehabilitation at Syracuse University and the Syracuse City School District. It was designed in response to the federal priority area of meeting special problems of children with severe handicaps in the context of regular education settings. The goals of this project included (1) to develop eight demonstration sites in the Syracuse City School District that exemplify inclusive education models (five elementary schools; two middle schools; one high school); (2) to develop and field-test a process that can be used at the building level to create or further develop a model that includes students with severe handicaps; (3) to develop a set of criteria for establishing an inclusive education model for students with severe handicaps; (4) to develop and field-test a tool that can be used by districts to evaluate their integrated classroom programs; and (5) to engage in a district-wide planning process that both protects the integrity of the model programs and assures their continued expansion.

This project began in September of 1989, and operated through August, 1992. Eight schools have engaged in a building-level process that has helped to clarify, further develop and gain consensus on approaches to education that promote the inclusion of students with severe, and other, disabilities. Each of these schools has developed a *Handbook* describing features of their school which work to ensure that all students are truly **a part of** the school (e.g., staffing models, grouping strategies, teaching approaches, home-school partnerships). In addition, these schools have each worked on several "implementation projects" that have been documented for a resource library on Inclusive Education (e.g., "cooperative learning groups that include students with severe disabilities," "transition guidelines for students with special needs," "community-building in the classroom"). These materials are being disseminated locally and nationally. In addition, during Year One and Two a "Leadership Institute" was held to strengthen the commitment of administrators to inclusive education and further develop a local network of people who have expertise in developing inclusive education models.

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Part IV

Goals and Objectives of the Project

This project was designed in response to Priority Area #2: Innovations for Meeting Special Problems of Children with Severe Handicaps in the Context of Regular Education Settings (CFDA No. 84.086). It was a demonstration project that took place in settings in which "particular attention is paid to the extent to which physical and social integration between students with severe handicaps and students without handicaps exist in the proposed setting." (Federal Register, Vol. 54, No. 16, 1989). This project resulted in:

Eight demonstration sites (5 elementary schools, 2 middle schools and 1 high school) in Syracuse, NY where "Inclusive Education Committees" have engaged in a year-long planning process to develop a model that will ensure the inclusion of students with severe handicaps (and other students with handicaps) in the life of the school. In addition to producing a "School Handbook on Inclusive Education," each of these demonstration sites developed specific goals for moving forward with inclusive education (e.g., reorganizing the special education team within the building to enable students to be based in regular rather than special classes; developing lessons or units for a diverse group of learners). A collection of resource materials from the demonstration sites has been developed and disseminated (see enclosed Products).

A "Guide" describing a building-level process that can be used by interested schools. This guide describes the process used by participating schools. These schools developed Inclusive Education Committees which consisted of parents, educators, and in some cases, students. The goal of these committees was the development (or further development) of inclusive education at their schools.

A "Critical Features List" to use when developing Inclusive Education Models, and **corresponding evaluation tool** that can be used by schools to determine the effectiveness of their inclusive education models. This can be used in conjunction with the documentation of the district-wide policies and practices that

are developed in order to protect the integrity of model programs and ensure their continued development and expansion.

School Leaders' Institutes which assisted local leaders in sharing expertise and creating a strong network of administrators, teachers and parents who are interested in making further progress at their schools.

The goals, objectives, project timelines and accomplishments as stated in the original proposal, are presented in Table 1.

TABLE 1

Inclusive Education Project - Timelines and Accomplishments

√ = Accomplished
O = Ongoing (continues to be carried out)
] = Initiated (initial steps have been taken)

	YEAR I (1989 90)	YEAR II (1990-91)	YEAR III (1991-92)
1. Demonstration Sites			
1.1 Firm-up participation and project obligations with building principals	√ Firm-up commitment from 3 demonstration sites: √ Edward Smith Elementary √ Salem Hyde Elementary √ Levy Middle School	√ Firm-up commitment from 3 demonstration sites √ Elementary Webster √ Elementary Seymour √ Middle Lincoln	√ Firm-up commitment from 4 demonstration sites (modified to 2 sites) √ Elementary Meacham __ Elementary _____ __ Middle _____ √ High Fowler
1.2 Convene and facilitate Inclusive Education Committees	√ Present at staff meeting and generate interest √ Select co-chairpersons √ Convene committees √ Schedule meetings for school yr √ Meet on a bi monthly basis √ Develop sections of the handbook--describing and shaping the school's approach to staffing, scheduling, grouping, etc. to ensure the meaningful inclusion of students with severe disabilities	√ Present at staff meeting and generate interest √ Select co-chairpersons √ Convene committees √ Schedule meetings for school yr √ Hold meetings on a bi-monthly basis √ Develop sections of the Handbook	√ Present at staff meeting and generate interest √ Select co-chairpersons √ Convene committees √ Schedule meetings for yr √ Hold meetings √ Develop sections of the Handbook
1.3 Produce "Inclusive Education Handbooks"	√ Print handbooks for local and national dissemination √ in final draft Edward Smith Elementary Schools Handbook on Inclusive Education √ Salem Hyde Elementary Schools Handbook on Inclusive Education √ Levy Middle Schools Handbook on Inclusive Education	√ Print handbooks for local and national dissemination August '91 √ "Seymour" Elementary Schools Handbook on Inclusive Education √ "Webster" Elementary Schools Handbook on InclusiveEducation √ "Lincoln" Middle Schools Handbook on Inclusive Education	√ Print handbooks for local and national dissemination __ "_____" Elementary Schools Handbook on Inclusive Education √ "Meacham" Elementary Schools Handbook __ "_____" Middle Schools Handbook √ "Fowler" High Schools Handbook (draft)

Inclusive Education Project - Timelines and Accomplishments

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	YEAR I (1989-90)	YEAR II (1990-91)	YEAR III (1991-92)
1.4 Plan and organize staff development activities to ensure a broad base of support	√ Present to entire staff about project √ Survey staff perceptions √ Provide feedback to staff √ Participate in staff inservices, when appropriate √ Provide posters, reading materials, etc. to staff to draw attention to inclusive education effort √ Join team meetings when issues related to inclusive education are being discussed √ Circulate drafts of Inclusive Education Handbook to staff for input √ Present to entire staff at end-of-the-year inservice day (May, 1990)	√ Present to entire staff about project √ Survey staff perceptions √ Provide feedback to staff √ Participate in staff inservices, when appropriate √ Provide posters, reading materials, etc. to staff to draw attention to inclusive education effort √ Join team meetings when issues related to inclusive education are being discussed √ Circulate drafts of Inclusive Education Handbook to staff for input √ Present to entire staff at end-of-the-year inservice day	√ Present to entire staff about project √ Survey staff perceptions √ Provide feedback to staff √ Participate in staff inservices, when appropriate √ Provide posters, reading materials, etc. to staff to draw attention to inclusive education effort √ Join team meetings when issues related to inclusive education are being discussed √ Circulate drafts of Inclusive Education Handbook to staff for input √ Present to entire staff at end-of-the-year inservice day (Fowler)
1.5 Carry-out 2-3 "mini-projects" or "implementation projects" at each site that will be documented for the resource collection	√ Negotiate 2-3 projects with select staff √ Edward Smith √ Salem Hyde √ Levy √ Draft up a description of each project √ Implement and document projects for dissemination	√ Negotiate projects with select staff √ "Lincoln" School √ "Seymour" School √ "Webster" School √ Draft up a description of each project √ Implement and document projects for dissemination	√ Negotiate 2-3 projects with select staff __ "Meacham" School (Panel) __ "Fowler" School (Adapting Curric.) __ "_____" School __ "_____" School √ Draft up a description of each project √ Implement and document projects for dissemination

Inclusive Education Project - Timelines and Accomplishments

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	YEAR I (1989 90)	YEAR II (1990 91)	YEAR III (1991-92)
1.6 Evaluate the model (or features of the model) that have been developed and use the information to make improvements	√ Identify which aspects of the model need to be evaluated √ Conduct evaluation and make recommendations for future	√ Follow up on YR I sites to determine the extent to which "future directions" for inclusive education have been implemented √ Identify which aspects of the model need to be evaluated __ Conduct evaluation and make recommendations for future (in-house)	√ Follow-up on Yr I &II sites to determine the extent to which "future directions" for inclusive education have been implemented √ Identify which aspects of the model need to be evaluated __ Conduct evaluation and make recommendations for future (evaluations in-house)
1.7 Secure and analyze satisfaction ratings of project participants	√ Develop a tool to measure satisfaction of project participants from YR I sites √ Secure satisfaction ratings and analyze (May, June, 1990)	√ Measure satisfaction of project participants from YR II sites and analyze June '91	√ Measure satisfaction of project participants from YR III sites and analyze
2.0 Materials Development and Dissemination			
2.1 Develop and distribute project brochure (or description) and list of available project materials for loan or purchase	√ Develop project description and disseminate √ Develop a materials list √ Disseminate materials list	√ Update and disseminate project description and materials list √ Keep a record of materials that are ordered through the project	√ Update and disseminate project description and materials list √ Keep a record of materials that are ordered through the project
2.2 Write at least two program descriptions for publication in journals		__ Write up the first program description and submit for publication August '91 see Year 3	√ Write up the second program description and submit for publication "Submitting Teaming Packet" + "Guidelines"

Inclusive Education Project - Timelines and Accomplishments

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I= Initiated (initial steps have been taken)

	YEAR I (1989-90)	YEAR II (1990-91)	YEAR III (1991-92)
2.3 Develop and validate "Critical Features List"; incorporate into survey; and write up for publication	√ Develop a listing of "Critical Features" of Inclusive Education √ Build this listing into a "Survey of Staff Perceptions" and pilot in the YR I demonstration sites √ Validate through "expert ratings" (to use in field) √ Revise listing based on validation ratings (Summer, 1991) __ Prepare publication of "Survey" (Summer, 1991) (incorp. into Guidelines)	√ Follow through on publication of "Survey of Staff Perceptions on Inclusive Education" (August '91) (incorp. into Guidelines)	
2.4 Develop and field test:			
"A Process Guide for Inclusive Education Committees"	√ Outline and review the process used by each of the 3 committees √ Have committee members critique the process √ Have an "outside" reviewer sit in on committee meetings and critique the process √ Revise the "Process Guide" according to feedback	__ Provide a copy of the "Process Guide" (draft) to the Co-chairs of YR II Sites; record feedback from Co-chairs (Spring, '91) √ Have committee members critique the process √ Have an "outside" reviewer sit in on committee meetings and critique the process √ Revise the "Process Guide" according to feedback (Spring '91)	__ Provide a copy of the "Process Guide" (modified - see Part III) to the Co-chairs of YR III Sites" and "Outreach Sites"; record feedback from the chair-persons in these sites __ Have committee members critique the process √ Have an "outside" reviewer sit in on committee meetings and critique the process (staff not on committee) √ Revise the "Process Guide" according to feedback (from evaluations)
"A Program Evaluation Tool"	√ Draft evaluation tool √ Revise based on input from Inclusive Education Committees and other field reviewers	√ Use the evaluation tool (or portions of it) in YR I &/or II Sites, as negotiated with each Site (Fall, 91) √ Summarize evaluation data and revise tool as necessary (Fall, 91)	√ Use the evaluation tool (or portions of it) in YR I &/or II Sites, as negotiated with each Site __ Summarize evaluation data and revise tool as necessary (modified - data used to develop goals)
2.5 Compile project materials into a book for publication			__ Compile project information in the form of a book (modified - Monograph)

Inclusive Education Project - Timelines and Accomplishments

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I = Initiated (initial steps have been taken)

	YEAR I (1989-90)	YEAR II (1990-91)	YEAR III (1991-92)
2.6 Target all relevant newsletters and organizations for information dissemination	√ Compile a list of relevant newsletters and organizations	√ Submit "project updates" on a periodic basis to select newsletters and organizations (see Yr 3)	√ Continue to submit "project updates" on a periodic basis to select newsletters and organizations (primarily organizations) (present)
2.7 Present project information at conferences and staff development workshops and make information available to colleagues	√ Present project information at conferences and staff development workshops √ Make information available to colleagues	√ Present project information at conferences and staff development workshops √ Make information available to colleagues	√ Present project information at conferences and staff development workshops √ Make information available to colleagues
2.8 Maintain contact with a small network of school districts, universities and organizations that are involved in Inclusive Education efforts	√ Compile a list of school districts, universities and organizations that are involved in Inclusive Education Efforts & stay abreast of their activities	√ Update the list of school districts, universities and organizations that are involved in Inclusive Education efforts & stay abreast of their activities √ Share materials with network of districts, etc. and secure reviews of these materials	√ Compile a list of school districts, universities and organizations that are involved in Inclusive Education efforts & stay abreast of their activities √ Continue to share materials with network of districts, etc. and secure reviews of these materials
2.9 Maintain communication with directors of other federally-funded projects with similar goals	√ Compile a list of projects that have similar goals and get on the mailing lists of these projects √ Respond to inquiries from staff from other projects	√ Update list of projects that have similar goals and get on the mailing lists √ Meet with staff from other projects at workshops and conferences	√ Update list of projects that have similar goals and get on the mailing lists √ Meet with staff from other projects at workshops and conferences

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Inclusive Education Project - Timelines and Accomplishments

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I= Initiated (initial steps have been taken)

	YEAR I (1989 90)	YEAR II (1990-91)	YEAR III (1991-92)
3.0 District Policy and Practices/Developing Local Expertise			√ Submit brief updates for inclusion in the "Insider"; (11/92) respond to inquiries of other local publications
3.1 Write brief updates for inclusion in the district newsletter, "The Insider"	✓ Submit brief updates for inclusion in the "Insider"; respond to inquiries of other local publications	Year 3 — Submit brief updates for inclusion in the "Insider"; respond to inquiries of other local publications	
3.2 Present to central office administrators and recruit sites for upcoming year	✓ Hold periodic meetings with Superintendent and Directors ✓ Present to Central Office Staff √ Recruit sites for upcoming year	√ Hold periodic meetings with Superintendent and Directors √ Present to Central Office Staff √ Recruit sites for upcoming year	√ Hold periodic meetings with Superintendent and Directors (Directors) Superintendent was involved in Institute
3.3. Co sponsor a "School Leader's Institute"	✓ Schedule Institute I and secure District input and commitment √ Develop outline √ Present to administrators to generate interest about Institute √ Hold Institute (May, 1990)	√ Schedule Institute II and secure District input and commitment √ Develop outline √ Present to staff to generate interest about Institute √ Hold Institute (March) (July; 91)	
3.4 Develop an "proceedings booklet" for the School Leader's Institute	√ Prepare a booklet for the participants of Institute I (June, 1990) √ Use recorders for the sessions, compile and summarize information, and write up as a "proceedings booklet" (July, 1990)	(modified - incorp. into Guidelines) — Prepare a booklet for the participants of Institute II (June 91) — Use recorders for the sessions, compile and summarize information, and write up as a "proceedings booklet" (July 91)	

Inclusive Education Project - Timelines and Accomplishments

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I = Initiated (initial steps have been taken)

	YEAR I (1989 90)	YEAR II (1990 91)	YEAR III (1991-92)
3.5 Secure and analyze feedback from participants in "School Leader's Institute"	√ Develop a feedback form for the participants of the "School Leader's Institute I" √ Secure and analyze feedback from participants (Summer, 1990)	√ Develop a feedback form for the participants of the "School Leader's Institute II" √ Secure and analyze feedback from participants (July, 91)	
3.6 Document district policies and practices that promote inclusive education	√ Create of log of district policies and practices that promote inclusive education	√ Continue to log information about district policies and practices that influence inclusive education	√ Continue to log information about district policies and practices that influence inclusive education
3.7 Collaborate with the District in developing a plan for phasing out the project resources, yet maintaining the commitment to strengthening & expanding "Inclusive Education Models"			√ Develop a plan to compensate for the phasing-out of project elements supported through federal funds
4.0 Overall Project Management			
4.1 Hire a project secretary and fill any new vacancies that arise	√ Hire a project secretary and fill any new vacancies that arise	√ Fill any vacancies that arise	√ Fill any vacancies that arise
4.2 Train staff and institute an ongoing mechanism for staff development	√ Carry-out ongoing staff development through modeling, mentoring, feedback sessions, social gatherings, etc.	√ Carry-out ongoing staff development through modeling, mentoring, feedback sessions, social gatherings, etc.	√ Carry-out ongoing staff development through modeling, mentoring, feedback sessions, social gatherings, etc.

Inclusive Education Project - Timelines and Accomplishments

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	YEAR I (1989-90)	YEAR II (1990-91)	YEAR III (1991-92)
4.3 Manage budget in an efficient manner	√ Request a printout from Office of Sponsored Programs on a quarterly basis √ Have Project Secretary keep ongoing records of expenditures √ Review budget at least monthly during staff meetings √ Set up an income account for materials that will be disseminated (to cover printing and mailing)	√ Request a printout from Office of Sponsored Programs on a quarterly basis √ Have Project Secretary keep ongoing records of expenditures √ Review budget at least monthly during staff meetings √ Monitor income account for materials that will be disseminated (to cover printing and mailing)	√ Request a printout from Office of Sponsored Programs on a quarterly basis √ Have Project Secretary keep ongoing records of expenditures √ Review budget at least monthly during staff meetings √ Monitor income account for materials that will be disseminated (to cover printing and mailing)
4.4 Conduct advisory group meetings each year	I Hold an advisory group meeting √ Summarize feedback and directions from advisory group meeting	(indiv.) √ Hold an advisory group meeting √ Summarize feedback and directions from advisory group meeting	(met individually) √ Hold an advisory group meeting √ Summarize feedback and directions from advisory group meeting
4.5 Hold regularly scheduled meetings with project staff, principals and chairpersons of the Inclusive Education Committees, and the Director of Special Education	√ Hold weekly meetings with project staff √ Hold bi-monthly meetings with chairpersons of the Inclusive Education Committee (and principals, when appropriate) √ Hold bi-monthly meetings with the Director of Special Education	√ Hold weekly meetings with project staff √ Hold bi-monthly meetings with chairpersons of the Inclusive Education Committee (and principals, when appropriate) √ Hold bi-monthly meetings with the Director of Special Education (monthly)	√ Hold weekly meetings with project staff √ Hold bi-monthly meetings with chairpersons of the Inclusive Education Committee (and principals, when appropriate) √ Hold bi-monthly meetings with the Director of Special Education (monthly)

Inclusive Education Project - Timelines and Accomplishments

√= Accomplished
O= Ongoing (continues to be carried out)
I= Initiated (initial steps have been taken)

	YEAR I (1989 90)	YEAR II (1990-91)	YEAR III (1991-92)
4.6 Complete reports for USDE and send a copy to the New York State Department of Education	√ Complete continuation application √ Send copy of continuation application to New York State Department of Education	√ Complete continuation application √ Send copy of continuation application to New York State Department of Education	√ Complete final report √ Send copy of final report to New York State Department of Education
4.7 Meet with State Education Officials at least once a year	√ Invite State Education Officials to the School Leader's Institute	— Meet with State Education Officials See Year 3	— Meet with State Education Officials (Contact through Statewide Systems Change)
4.8 Evaluate project personnel and the effectiveness of management procedures	√ Provide informal feedback on an ongoing basis regarding performance √ Complete annual performance reports on each staff person as required by University	√ Provide informal feedback on an ongoing basis regarding performance √ Complete annual performance reports on each staff person as required by University	√ Provide informal feedback on an ongoing basis regarding performance √ Complete annual performance reports on each staff person as required by University

Part V

Findings Underlying the Project Approach

As increasing numbers of students with severe disabilities are becoming members of general education classes throughout the US (California Research Institute, 1992). Professionals in education are learning a great deal about the features which need to exist in order for students to be successfully included. For example, strategies have been reported for developing IEPs (Ford, Davern & Schnorr; 1992; Giangreco, 1992; York & Vandercook, 1989), facilitating friendships, (Forest & Lusthaus, 1989; Strully & Strully, 1989) and supporting students in regular classes (Forest & Lusthaus, 1989; I.N.S.T.E.P.P. Project; York & Vandercook, 1990, 1991).

Systematic guidelines are emerging for determining individual goals for students with severe disabilities in regular classes (Fox & Williams, 1991; Jorgenson, Rudy, Powers, Schuh & Tashie; 1991; Stainback & Stainback, 1992). There are proposed models evolving for serving the full range of students at local schools (Fox & Williams, 1991; Sailor, Anderson, Doering, Filler, Goetz & Halvorsen, 1989).

While progress is being made, the great majority of students with severe disabilities are not full members of their schools. It is not unusual to find the following when evaluating the status of students with severe disabilities. Students:

-are spending a significant amount of time in segregated settings

-have few or no friendships

-are included as a result of teachers having to "make deals" in order to gain access

-have little or no involvement in extracurricular activities

-use separate curricular approaches

These are just a few of the indications of the marginal status of students in public school settings. The approach underlying this project was to develop "building-level" approaches in order to facilitate commitment on the part of a broad base of staff, administration, and parents in order to move forward, rather than

depending on the isolated efforts of a few teachers or advocates in order to make change.

While most people in leadership positions recognize the value of securing input from a broad base in a given school when seeking to create change, at the inception of this project, there was little in the form of written guidelines to support building level efforts.

Part VI Description of the Model and Participants

Each year of the Inclusive Education Project, two to three schools convened working teams which engaged in a planning process to develop their vision of an inclusive school. Many of these schools were concerned about the marginal or separate status that students with severe (and other) disabilities often have within schools. This working group process was used to build consensus among the staff regarding the need for greater inclusion, as well as determining which actions will lead toward this goal.

Our Project has worked with eight schools--five elementary schools, two middle schools and one high school. Each of these schools was unique. For example, one uses a "continuous progress" model in the primary grades; two have extensive "English as a Second Language" programs. In addition, each of the eight is in a unique place in terms of the inclusion of students with special needs. For example,

-The extent of inclusion in some schools is primarily special area classes and special activities.

-Some schools had inclusive models for some students (including those with severe disabilities).

-One school used a team teaching model for the delivery of services to students who had previously been pulled out.

-One school used a team teaching model for inclusive classes at grades kindergarten through sixth. Each class had six students with special needs enrolled.

-One school used a variety of staffing models depending on the preferences of the grade level team and the needs of students to support students in fully inclusive models.

Each of these schools has influenced the way project staff perceive school change, and indeed, project activities have unfolded quite differently in each setting. The following schools participated in this project:

Edward Smith Elementary School
Meachem Elementary School
Salem Hyde Elementary School
Webster Elementary School
Seymour Elementary School
Levy Middle School
Lincoln Middle School
Fowler High School

We know from the literature on school reform that change is more likely to be accepted and embraced when staff have the opportunity to develop an understanding for why the change is needed. If this does not happen, staff may react negatively (often as a result of a lack of knowledge), and the change process is slowed or stalled. One purpose for the use of a building-level process was to bring a broader range of key players into the discussion of how a school needs to change. If this can be done in a way which seeks to involve the entire school in the proposed changes, the likelihood of a smooth transition for both adults and students is greater.

The strategy for creating change which was developed by this project involves the use of a working group of staff and parents (with student input) which has as its goal the creation of an inclusive school. What can a working group on inclusive education accomplish? We sought the following outcomes:

By the end of YEAR 1:

- √ an effective working group whose goal is to build an inclusive school
- √ a general understanding throughout the school as to what inclusive schooling is and a broad commitment among staff to making it happen
- √ an information-sharing booklet which reflects this consensus, including information on how students are currently served and presenting the broad goals of an Action Plan for bridging the gap between where the school is and where it wants to go
- √ a detailed action plan which identifies steps to be taken in the coming year to begin implementing or expanding inclusive education practices in this school.

By the end of YEAR 2:

- √ implementation of the Action Plan. For example:
  - students who were previously served in a special class structure are accommodated in a new teaming structure
  - a problem-solving team exists for challenges related to students with special needs (and others)
  - a staff development program is well underway which includes visits to other schools, infusion of inclusive practices into existing inservices, and inservices directly related to inclusive education
- √ review and revision of the Action Plan for following years

Achieving complete consensus on educational practices and philosophies is seldom achieved in any school. If the activities undertaken by the group result in a modification of attitudes and practices on the part *some* staff, the outcome for students can be significant. A finding of those involved with integration efforts nationally is that not every staff member need be convinced that inclusion is desirable in order to achieve some success. Commitment on the part of key staff is all that is necessary to begin--and indeed, as greater degrees of success are achieved, other staff are influenced indirectly.

Obviously, the commitment of school administrators to this process is crucial. Yet, an administrator need not embrace the concept of total inclusion in order to engage in a process for change. A minimal commitment consists of the desire to make their school more inclusive of students with special needs--that is, the willingness to look closely at current practices, to ask whether these practices promote greater inclusion as well as high quality educational services for all students, and to begin to envision how changes can be brought about in both the short and long term.

The first steps in our process were:

- -- presenting preliminary information to the entire staff; and determining what they currently think about inclusion;
- -- ensuring participation from key staff; and
- -- convening a working group

Presenting Preliminary Information to Staff &
Determining What They Currently Think About Inclusion

Since the purpose of convening a working group is to help create a school-wide climate which fosters inclusion, it is important to involve the entire school community from the start. The Director of Special Education, Project staff and school Principal addressed the entire staff and did the following:

1. Acknowledged what the school was currently doing to include students.
2. Within the spirit of acknowledging successes, clarified the need to more forward.
3. Presented the overall goal (stated in the proposal) and the idea of convening a working group.
4. Described some proposed activities that members of the group would be engaging in order to make progress towards the overall goal.
5. Stressed that the process would be an "open" one, and that all staff were welcome to participate. Stated that the working group would be reporting back to the entire staff through its work and seeking staff input in a variety of ways.
6. Sent around a sign-up sheet for people to express their interest. Clarified that people did not need to view this as a commitment to joining the group, but rather as an indication that they are interested and would like more information.

In addition to presenting this preliminary information to staff, we used this opportunity to gather some initial information about what staff are currently thinking about this topic. What was their attitude about the inclusion of students with special needs (including those with extensive needs)? This information gave the working groups insight into the staff climate as well as a sense of the challenges which needed to be addressed through staff development efforts. There are many ways to gather this information. One method we used with participating schools was a "Survey on the Inclusion of Students with Special Needs." (see Appendix A for data from participating schools). This Survey targeted features of inclusive education. Staff were asked which features they viewed as "important"; and whether they believed that these features existed within their school. This

information was used throughout the work of the group as a gauge for developing goals and activities.

Ensuring the Participation of Key Staff/Parents within the Working Group

While there are certainly advantages to having a select group of consistent individuals convening on a regular basis, we have learned the importance of opening up the working group to **any** interested staff member. What this means is that any person who considers him or herself a member *is* a member if they make a commitment to attend meetings. This keeps the group "inclusive" as opposed to exclusive.

In addition, staff who do not consider themselves members are informed that they are welcome to drop in on a meeting at any time. In our experience, few people who did not initially volunteer (or are recruited to participate) actually dropped in, and when they have, they have made significant contributions.

Leaders and administrators/management teams reviewed the names of people who indicated an interest, and considered whether they needed to recruit additional members. Like any effective group, there needed to be a "critical mass" of energetic, committed people. If, after looking at the list of volunteers, we found that we did not have enough leadership and energy represented in the group, special efforts were made to recruit members that will bring these qualities to the group.

It will be important for there to be representation in the working group from both those closely involved with students with special needs as well as those who are not. A typical composition from an elementary school would include at least the following people:

Parent (of a child with extensive needs)
Parent
Teacher (special education)
Teacher (special education)

Teacher
Teacher
Teacher
Teaching Assistant
Psychologist/Related Service Providers
Special Area Teacher (Art, Music, Physical Education)
Principal or Vice Principal
Director of Special Education or Representative (attending as frequently as possible)

Parents/Caregivers

Between the presentation to faculty and the initial working group meeting, the leaders and administration recruited parents to join the group. Parents were assured that they were an important part of school change efforts, and that their perspective needed to be shared with others in the change process. Parents also kept the group grounded in the reality of the effects of segregation, and maintained the issue at the human level rather than that of an abstract goal.

Teachers (special education)

These are the school personnel who are most closely involved with students with special needs on a daily basis. Leaders considered factors such as:

-Who is involved with the students with the most extensive needs? (It is not unusual for a school to be interested in inclusion for everyone *but* these students.)

-Who holds informal leadership roles among their colleagues? In any group, there are people who are viewed as leaders by their peers. Their opinions are respected, and their influence is significant.

-Whose cooperation is absolutely necessary? There may be people who are not particulary interested in inclusion (or are openly resistent) who

hold key roles, and must be included (or reassigned) in order to make progress in a school. An example of such a person would be the teacher who is currently planning for the students with the most extensive needs. Oftentimes, involvement in a process such as a working team will mold a person's view towards inclusion.

Teachers (regular education)

-As noted above, there will be staff members who are informal leaders in the school who will be critical to others' perception of the legitimacy of this goal. They may or may not have involvement with students with extensive needs.

-Are there teachers who have had positive experiences with inclusion that can be brought into this process? They will be a positive force in connecting with other colleagues and sharing their experiences.

Teaching Assistant(s)

-It is not unusual for teaching assistants to be excluded either formally or informally from school change efforts. It is often assumed that they have no interest or would not be willing to work beyond prescribed hours since they do not receive professional salaries. This is often inaccurate. Paraprofessionals have great insight into the needs of students and are often play a critical role in the success or failure of students who are attending regular classes. Ensuring their participation in this process sends a powerful message to all paraprofessionals regarding the importance of their roles. As schools move towards greater inclusion, their role is greatly affected, and their commitment to the goal of inclusion is vital.

Related Service Providers and other Support Staff

-Staff such as physical therapists, occupational therapists, speech/language therapists, adaptive physical educators, social workers and psychologists may have an interest in being involved. Their roles

are important in ensuring the success of students in inclusive settings, especially in regard to providing integrated therapy.

Special Area Teacher (Art, Music, Physical Education)

-These teachers (in the elementary grades) have a more focused content area as opposed to the classroom teacher, and usually interact with a large number of students throughout the school day. These teachers are often some of the first general education staff to include students and they often have continuous contact with the same children over the course of several years. Their perspective is unique.

Principal/Vice Principal

-School leaders set the climate for change in schools. Through their participation, staff will see that this work is a priority for school improvement. Substantial change efforts in which administrators do not play a primary role seldom succeed.

Director of Special Education or Representative

-Since changes at the building level are influenced by District policies and mandates, it will be important to keep the Director informed and involved in change efforts. The Director made an effort to join meetings as his schedule allowed. This gave team members an opportunity to ask questions and also provided an opportunity for the Director to keep in touch with staff concerns and ideas related to inclusion.

We also considered *additional* factors such as:

1. Is the group representative of different ethnic groups and ages? Are there male as well as female members?
2. Are different grade levels represented?
3. If the union is an important force in the building, is an active member included?
4. If this group is a subgroup of another school committee, is a representative of the larger committee involved? This will build a stronger link between the two groups.

The composition in secondary schools differed only slightly. Additional members were recruited to ensure representation from different subject areas (but not necessarily all subject areas). Furthermore, one secondary school established a teaming structures to enhance communication and decision-making among staff. The staff was divided into four "super teams" which met once a month. It was helpful to have a representative from each of these teams in the working group so that information could be shared in an efficient manner. Finally, we found that gaining students' perspectives was important to working groups both at the elementary and secondary schools (although this was done in different ways). At one school, we found that it was best to invite two to three students who knew each other to come together to a specific meeting(s). At another school, students were surveyed for their perspective on teaching methods.

Convening a Working Group

We used a co-facilitation model in each working group. Staff from our Project co-facilitated the meeting with school staff in order to ensure that the process was clearly a school process and not a university process. Co-facilitators discussed a tentative plan for *how* the group meetings would be facilitated. The facilitators were responsible for preparing an agenda based on the previous meeting, opening the meeting, and guiding the group through the agenda. The agenda was posted on newsprint before the meeting started, and members had an opportunity to change

the agenda at the opening of each meeting.

The agenda for the initial meeting was:

--Introductions: Who are we?

--Goals of the Working Group: Why are we here?

--Making a schedule of meetings

--Determining group process procedures and recording group proceedings

--Brainstorming ideas for how to keep the entire staff informed about group activities

--Meeting Evaluation

Goals of the Working Group: Why are we Here?

This entailed a clear restatement of the overall goal: To further develop ourselves as a community in which **all** students (including students with severe disabilities)--regardless of their learning, physical or emotional characteristics--can attend, learn and experience full membership. (We found it helpful to print the goal on newsprint and display if during each meeting.) Members shared why they believed the goal was important, and/or why they wanted to be involved.

Making a Schedule of Meetings.

It was helpful to schedule meetings for at least a couple months in advance. Our project groups generally met for ninety minutes every other week. It was important that schedules were molded around the administrator's availability since the participation of this leader was vital.

Determining Group Process Procedures.

This discussion began to answer the question: *"How do we want to function as a group?"* Many members had unproductive experiences with committee or group work in the past. It was helpful to have a short, light-hearted discussion of what they "hated" about meetings in their past. The opposite behaviors were a starting point for guidelines for group process.

Our Project participants received a copy of notes between meetings. Notes became the basis for composing the agenda for the next meeting, and following up on commitments and responsibilities. We found it useful for facilitators or notetakers to list discussion points on newsprint during some committee discussions.

Brainstorming Ideas for how to Keep the Entire Staff Informed About Group Activities.

Some groups chose to give short updates at faculty meetings, have team members report to their respective teams, send meeting notes to all staff, interview other staff one-to-one and/or compile monthly reports. Planning staff input in a more specific way occurred as group activities were generated further along in the process. An example of a staff update follows:

To: Salem Hyde Staff

From: Inclusive Education Committee

Date:

We have been meeting every other week since October discussing issues related to the inclusion of students with special needs as full members of our school.

We wanted to give you an update on what is happening with the Implementation Projects. These are Projects which build on or document practices here at Salem Hyde which serve to better include students with special needs.

1. Community-building in the classroom-In the coming week you will receive a letter in your mailbox asking you if you would like to be a contributor to this Project. The purpose is to gather ideas from any interested staff about how they build a 'sense of community' with and for the students in their classroom. We hope you will consider contributing ideas.

2. Using Base Groups in the Classroom--one fourth grade classroom is looking into the use of base groups (3-4 students per group) as a means to help all children have a 'home base' in which they start the day. This group can cooperate with both academic and non-academic support tasks (e.g., checking in to make sure all members have their homework; seeing how each other is doing; helping members who were sick to catch up; taking responsibility for routine tasks such as attendance or lunch count etc.). This is helpful for all children, but particularly useful for assisting students with disabilities to better connect with their classmates.

3. Transition Planning --a second grade classroom will be documenting what they are doing to assist students who may need particular attention when transitioning from grade to grade. This process may be helpful for other teachers who are concerned with an efficient and effective means of sharing important information with others.

Sincerely

The Inclusive Education Committee

Meeting Evaluation.

It was important to institutionalize an evaluation period at the end of each meeting. This helped to ensure that problems were addressed as they arose, rather than building up over the course of many meetings. This also provided valuable information for facilitators.

Activities for the Working Group

Below is a description of activities engaged in as committee work proceeded:

Initial Activities

Several initial activities were helpful in building a common vision and background knowledge among group members. These included a discussion of what a "dream school" might look like, a consideration of the character of the school, building a common knowledge/values base regarding inclusion among group member, documenting a rationale for inclusion, and determining what the school is currently doing.

What is Our Dream School? Staff operate under many real restrictions and barriers such as limited resources, resistance to change within the school, large class size, district and state mandates, traditional practices such as grade level promotion, and competitive norms in classrooms. Given these barriers, it is easy for staff to lose sight of their dreams of what a school *could* look like. It proved helpful to begin the group's work with a discussion of what a "dream school" would look like. This helps people to develop a vision which can assist with direction setting. People are asked to forget all restrictions and talk about their dreams. This activity served as a foundation for developing goals. It also gives facilitators insight into participants' beliefs about students and schools.

Considering the Character of the School. Each school has a unique character, and this character will affect how the change process unfolds. An initial activity of our working groups was to determine what this character was. This discussion sought to answer the question:

"What is our school all about?"

The following questions were guides for gathering information about the character of the school. Successful school change efforts were carefully tied to the following:

> --*What is our school* ***mission*** *and does the mission actively direct decision-making among staff?* Does it address all students? Does it acknowledge celebration of diversity as a goal in education?
>
> --*What are our school's greatest areas of* ***strength****?* Is it our academic performance, use of innovative methods, teamwork, sense of family or community, staff commitment, strong Parent/Teacher Organization?
>
> --*What is* ***unique*** *about our school?* Do we have an emphasis on the arts, continuous progress model, active student government?
>
> --*What are areas of* ***challenge*** *for our school?* Do we have a high drop-out rate, cliques among student groups, high absenteeism?
>
> --*What are people* ***excited*** *about?* Is there interest in cooperative learning, holistic language approaches, computer-assisted instruction, affective education, multicultural approaches to instruction?

This initial information gathering stage ensured that members were able to make informed judgments about how to proceed--that is, how to

capitalize on school strengths, be cognizant of weakness, and ensure that change efforts were consistent with the positive character of the school.

Building a Common Knowledge/Values Base Regarding Inclusion Among Group Members. Although all members vaguely supported the overall idea of inclusion, it was important to share resources related to the benefits of full inclusion for **all** students early on in the life of the group . This information was shared by articles, videos or personal experience related to inclusive education. Although complete consensus about what "inclusion" is and isn't was not reached in initial meetings, members at least had common information about the effects of separate services and spaces for instruction, and why students should be included. This initial sharing of resources also gave members the opportunity to critique resources for use on a broader scale (e.g., for staff development).

Documenting A Rationale for Inclusion. After a common knowledge base was established, members began to articulate a rationale for inclusion. Some groups decided to brainstorm a list of all the reasons that inclusion is important for students with special needs as well as those without. This discussion served to strengthen commitment among the group. Ideas were recorded for the booklet and bolstered by research or anecdotes from peoples' experience.

Determining and Documenting what our School is Currently Doing and Where it Wants to Go. It was important that all members have a clear picture of how students with special needs in the designated attendance area of the school were *currently* served. The first question this raises is "can any student with special needs attend this school?" (That is, no one denied access because of an educational classification such as "severely disabled.") If the answer to this question is "no," the group has uncovered a primary goal for its Action Plan.

The next question is, "how are students who are currently enrolled served?" This information was gathered through consolidating the members' experience and interviewing key personnel.

In looking at the two questions, "Why is inclusion important?"; "How are we currently doing it?"; schools developed tentative outlines for their booklets. These tentative topic areas guided the group in determining what types of additional information they needed to gather aside from group discussions and brainstormed lists of ideas. For each major section of the booklet, the groups determined how to proceed with development. Some groups brainstormed ideas and information initially and then had a subgroup more fully develop the section. After this initial draft was developed by a subgroup, the entire group usually reviewed the component and offered input. Over the course of the year, members reviewed drafts of the emerging booklet, and by the end of the year had a draft to share with the entire staff.

Although the exact topics that a group wished to address varied, all were drawn from the same basic two questions: 1. Why is inclusion important?; 2. How are our schools currently doing? These questions naturally led to the apparent gaps in providing full membership for each student and current placement and instructional practices. Then groups spend some time generating broad goals which would be incorporated into goals for the Action Plans.

Goal Setting and Development of an Action Plan.

It was at this step that the broad goals articulated in each school's booklet were formulated into Action Plans. An Action Plan listed the tasks to be undertaken which would lead to the creation of an inclusive school. Most schools found themselves formulating action steps such as the following:

--restructuring the delivery of special education supports

--building teamwork among all adults to benefit all students

--ensuring that our school can serve any student in an inclusive structure

--developing an effective support/inservice model for staff

--building a sense of community in classrooms and schools

--creating cooperative classrooms

--adapting curriculum for diversity

Inevitably, these plans would address model development and staff development:

Model development. Steps identified for model development would represent actions that begin to create new ways of serving students with disabilities as full members within the typical school or team structure. These steps included realignment of staff so that special education teachers were working as part of regular grade level teams.

Staff development. Staff development efforts related to inclusion were a combination of formal and informal ways of sharing information. Issues directly related to inclusive education were targeted as well as related topics that support inclusion (e.g., cooperative learning). Committees formed recommendations to present to School Improvement Committees. An excerpt from one school's recommendations follows:

Recommendations from the Inclusive Education Committee (Salem Hyde)

Our school has made significant progress towards the goal of fully including students with special needs as full members of the school community. The following recommendations are offered in order to build upon that success. They are drawn from both data received from the Survey on School Inclusion of Students with Special Needs completed by school staff during October, 1989 and from discussions held throughout the school year by members of the Inclusive Education Committee and other staff who shared information with us:

In-service and other Training Needs

1. It would be helpful to clarify the process for how staff give input in determining in-service topics. Although such a process has been used, it appears from the survey that some staff are unclear as to how this occurs.

2. Training Needs:

Adapting Curriculum and Approaches. The Survey indicates that staff would like more information about how to plan for students who need some adaptation in goals, methods, approaches and so forth.

Problem-solving methods. There appears to be an interest in training in the area of creative problem solving. Better knowledge of these processes can be actively applied to how teams share expertise and ideas as well as how students can be instructed in becoming better collaborative problem-solvers.

<u>Sharing Expertise among Staff Members</u>

It would be helpful if teachers could more actively utilize team structures as well as the PST (Pupil Services Committee) to determine strategies for children who are having difficulty with achievement or behavior. The role of PST in this process may need to be clarified for staff. Perhaps a "peer coaching" system would facilitate creating a mechanism for staff to share ideas. No single staff person can be expected to have all the

answers to the challenges posed by creating inclusive schools. Strategies for sharing of information (both written resources as well as verbal guidance) needs to be further encouraged.

Related Services

Further work needs to take place to address the delivery of related services and how these services can be more fully integrated (when appropriate) into regular classroom activities and routines. It has been suggested that there may be the need to develop a Task Force to look more fully at this issue. One additional aspect of their work could be to look at creative ways to schedule services--that is, if students do need to be pulled out, are there blocks of time that could be considered "untouchable"?

Implementation Projects. In addition to engaging in the process described above, each school participated in one or more implementation projects. These were classroom-based projects or school-wide activities. A sample of topic areas documented by our participating schools follows (See Part IX for a complete description of these projects. Copies of the projects are also enclosed):

-developing cooperative learning methods for classes with diverse composition (including students with extensive needs),

-describing classroom and school practices which promote a sense of "community" in the school,

-transition planning for students moving from grade to grade (including students with the most extensive needs),

-effective teamwork among adults in building inclusive schools,

-examples of lesson plans which address diversity in the classroom

After documentation, projects were copied and distributed to interested staff throughout the school and District. This documentation proved to be effective because it:

- gave some attention to "pockets" of excellence within the school;
-created an opportunity to bring the best ideas together in one place;
-allowed people to learn from each other as opposed to having to "reinvent the wheel."

School Leaders' Institutes

In addition to the facilitation of building level processes, and the development of a variety of resource materials, the Project conducted two Leadership Institutes for local administrators, interns and informal school leaders. These Institutes provided a unique opportunity for leaders to come together to learn about inclusion from their colleagues and guest speakers. Panels of teachers (regular and special education), students and former students (with and without IEPS) and parents (of both typical children and children with severe disabilities) played a significant role in the success of the Institute. Several people with disabilities contributed to participants' understanding of issues related to inclusion.

The framework for a "Proceedings" booklet was prepared in advance of the Institute; then, information from the Institute participants was incorporated into this framework. Excerpts from speakers and panelists were included, as well as the ideas generated during problem-solving sessions related to topics such as teaming, curriculum and home-school collaboration. A brief review of research and a resource listing was also included. These Institutes served to get a dialogue going, develop a common language, and show district commitment from the superintendent and other central office administrators (see Appendix B for a copy of Agendas and Brochures, as well as the enclosed *Proceedings Manual*).

Part VII

List of Methodological/Logistical Problems

Few changes have occurred in the project objectives, location, approaches or timelines. Those that have are listed below:

Demonstration Sites.

The number of demonstration sites projected in our original proposal was changed from ten to eight. This occurred for the following reasons:

1) Given the particular circumstances at one of our participating schools, we decided that a two year involvement would be necessary. This is a school which had not had a great deal of experience with inclusive education, and this extra involvement seemed necessary in order to secure a successful transition for incoming students. This school is in the feeder pattern for one of our participating schools from Year One (Salem Hyde). Project activities have presented a unique opportunity to prepare a school for students who have had fully inclusive programs during their elementary years;

2) Our original project director relocated in August, 1990 and this led to some scaling back of project activities. In our original proposal we had projected working with four schools in Year Three. Our involvement with three schools this year has consumed staff time and picking up a fourth proved not to be feasible. This brings our total number of schools to eight.

One-year Process.

We also found that a year of intense involvement with a school was extremely valuable, but also have a clear sense that much of what one hopes to accomplish in a year would more likely require a two year commitment. In several of our schools, opinions related to inclusive education varied quite a bit, and a significant amount of time was spent building on the knowledge base of members.

Timeline for Development of Process Guidelines.

The timeline for the development of Process Guidelines has taken longer than anticipated. We have found that each school we worked with added additional dimensions that needed to be addressed in the guidelines. For this reason, they are currently in final draft form and are being reviewed by co-authors.

Compiling Products into a Book.

While we had intended to compile products into a book, we have instead targeted several projects for submission as monographs to organizations.

Survey (Meachem Elementary School).

The data from "The School Survey on Inclusive Education" at Meachem was deemed not representative of staff given the low rate of return. This was the one school, due to logistical difficulties, where Project staff were not able to administer the survey to the entire staff at one time. Members instead conducted one-to-one interviews in order to gain the necessary information.

Part VIII Evaluation Findings

Our activities and their impact were evaluated in several ways including 1)evaluation of committee meetings, 2)individual contacts outside of meetings, 3)end of the year anonymous evaluations of building processes, 4) anonymous evaluations of School Leaders' Institutes, 5)on-going formative evaluations with Principals, 6)on-going formative evaluations with Co-facilitators, 7)on-going formative evaluations with the Director of Special Education, and 8)on-going formative evaluations among Project Staff.

Evaluation of Committee Meetings

At the close of each Inclusive Education Task Force Meeting, we would evaluate the meeting and project activities to date. This information was used immediately to refine plans for future meetings. Project staff would also "check in" informally with members before and after meetings to gauge their opinions about how the process was unfolding.

Individual Contact Outside Meetings.

Staff called parent members to gain more candid information on their perspective since they were coming into a group of people who already knew each other and shared a professional language and daily common experience. For example, the following information was conveyed during phone calls to parent members between meetings (parents also contributed to meeting evaluations and final evaluations in June of each project year):

-"I initially felt awkward and cautious"

-"timekeeping could be improved"

-"language is sometimes a problem"

-"I feel this process has opened a lot of people's eyes"

-"it's been enriching; I've felt listened to"

-"I feel I've made a positive contribution--it's good to be part of it; I'm learning a lot."

School Leaders' Institute Evaluations

Our project organized School Leaders' Institutes during the summers of 1990 and 1991. Attendees at each Institute were asked to evaluate the events. Information from the first was vital in preparing an optimal experience the following year. Results follow:

Institute Evaluation

7/90

Twenty-seven evaluation forms were returned at the end of the institute. A compilation of the ratings and written comments are presented below.

How worthwhile were these sessions?	1 Not Worthwhile ——— 5 Very Worthwhile	
(1) Opening Address by Larry Rowe	1 2 3 4 5	x = 4.8
(2) A.M. Work Group - "Examples & Nonexamples of Inclusion"	1 2 3 4 5	x = 3.8
(3) P.M. Work Group - "Problem-solving a Barrier"	1 2 3 4 5	x = 4.1
(4) Slide Presentation — "Images from Syracuse"	1 2 3 4 5	x = 3.7
(5) Panels — Introductory Speakers	1 2 3 4 5	x = 4.6
(6) Parent Panel	1 2 3 4 5	x = 4.8
(7) Student Panel	1 2 3 4 5	x = 4.6
(8) Teacher Panel	1 2 3 4 5	x = 4.8
(9) Closing Address by William Pollard	1 2 3 4 5	x = 4.6
(10) SETRC Resource Table	1 2 3 4 5	x = 4.0

Institute Evaluation *(continued)*

What did you gain through your participation in the Institute?

- √ Greater perspective on the issues; growth; an appreciation of the perspectives as seen through parents and students.
- √ New ideas -- a possible network to work together.
- √ Interest in pursuing more skills.
- √ Perceptions of parents, students & administrators on inclusion. Mostly my level of concern and consciousness on special needs students have increased.
- √ A greater insight of viewpoints of students.
- √ We need to consciously address the problem of inclusion. It doesn't happen unconsciously.
- √ A greater understanding of inclusion; Inspiration, ideas, commitment.
- √ Valuable information to use.
- √ More awareness of Inclusionary Education; Opportunity to share information in small groups; Received a lot of information relative to what we are doing and what we need to do better.
- √ Better insight of inclusion & that my school is headed in the right direction.
- √ A better understanding of the ways inclusive education can work positively for all involved and inspiration to try and make it happen in my school.
- √ A wealth of knowledge on Inclusive Education and the decision-making process presented by Larry Rowe.
- √ Through the panel discussions there were new and different perspectives shared.
- √ Insights into inclusion; how to improve inclusionary policies and procedures in the future.
- √ Many worthwhile perspectives were shared.
- √ Understanding the philosophy of inclusion and knowledge of resources.
- √ Loved the time to talk with others; Helped to expose me to resources in our District that we can utilize in my building.
- √ An incentive to continue.
- √ Renewed commitment; lots of good ideas & strategies; a direction.
- √ Learned more about ways to implement inclusive education.
- √ A better understanding of the issues general education administrators are dealing with -- what concerns are across the district.

Institute Evaluation *(continued)*

How could an Institute such as this be improved?

- √ Need more time. Need to include school teams of teachers and parents, and provide time for them to plan for the removal of barriers.
- √ Need to go to the entire education community; ultimately community at large.
- √ More time for panels.
- √ Include parents, students and teachers in the group sessions.
- √ The Institute was billed as helping with specific problems -- it did not.
- √ Greater involvement by professionals such as Larry Rowe, who have gone through this process & could provide us with greater insight and a variety of strategies to begin the process.
- √ Include teachers or union representatives at the conference.
- √ Not as much time in small groups; More speakers/people that have implemented inclusion.
- √ Have more of the same; Include teachers.
- √ Use more panels! Excellent!
- √ Have panels first, then work on problem-solving.
- √ Participants need the opportunity to meet with <u>every</u> panel, it's so worthy. I desired to attend the student panel as well!
- √ Groups were too long.
- √ More representation of teachers.
- √ Have something like this for staff in buildings.
- √ Have Dr. Pollard in front -- Needs discussion.
- √ It was very worthwhile as it was done.

Any other comments?

- √ Thank you so much for a wonderful conference. More than 20 years in education; by far the best conference -- most worthwhile; meaningful -- I've ever participated in.
- √ Need more dialogue to come up with a specific plan to help schools and begin process to implement.
- √ Very productive workshop.
- √ I left with an awareness but no solutions or a lot of practical strategies.

Institute Evaluation *(continued)*

Any other comments? (continued)

- √ Good scheduling; kept to schedule effectively; good exchange of information.
- √ This workshop produced more awareness but not the skills necessary to achieve or overcome the problems.
- √ The speaker was wonderful! The student panel tape should be available for schools.
- √ Nicely done!
- √ Thank you for this worthwhile conference and especially providing the opportunity for me to hear the students' and parents' viewpoints. I have workable ideas to take back to my building. Your choice of speaker for the closing address was an excellent one.
- √ Teachers from each school should <u>always</u> be included. If you ever want teacher/school based management, you need staff involvement from the ground up.
- √ Bill Pollard was extremely powerful. The teachers were very impressive.
- √ Need additional handouts on the SETRC table to take. Thank you for the opportunity for Dr. Pollard to share even <u>another</u> perspective of inclusion and exclusion!
- √ I feel such an Institute should be organized to share with teachers and a wider audience within the next couple of months. Therefore administrators who attended would be able to bring key staff members with them to move toward our goals. I would be willing to help with this. Great job!
- √ Thank you.
- √ An excellent start to a topic that will need continued staff development and discussion opportunities in the near future.
- √ Thank you for providing this for us.
- √ How about a follow-up sometime?

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School Leader's Institute/1991--Evaluation Form

How worthwhile were these sessions?	1 Not worthwhile				5 Very worthwhile	
DAY 1						
(1) Opening Presentation "The Power of Partnership"	1	2	3	4	5	4.1
(2) Panels--Administrators/Teachers/Parents (check one:__Elementary; __Secondary)	1	2	3	4	5	Overall = 4.4 elem = 4.3 sec = 4.3 (many did not designate)
(3) "Critical Elements of Effective Adult Teams"	1	2	3	4	5	4.1
DAY 2						
(1) Students' Perspective on Being Together	1	2	3	4	5	4.4
(2) Parent's Perspective on Inclusion	1	2	3	4	5	4.7
(3) Panel on Leaders' Role in Creating Change	1	2	3	4	5	4.2
(4) Discussion Groups	1	2	3	4	5	4.7
(5) Closing Presentation "Beyond Us and Them: Toward Inclusion and Mutual Respect"	1	2	3	4	5	4.9
⇔ Resource Tables	1	2	3	4	5	4.6

SUMMARY OF COMMENTS FROM 7/91 SCHOOL LEADERS' INSTITUTE

1. What did you gain through your participation?

I had some ideas - Now I have more ideas and strategies for implementing them.

I learned many ways to include; also ways to start up "slowly."

Various strategies and techniques on peer tutoring and cooperative learning.

It was nice to have a chance to share with others.

More complete knowledge of Inclusive Education.

Information and assistance for developing an action plan for more inclusion, networking with professionals, great "how-to" handouts, a positive outlook for inclusion.

Established direction to take to begin an inclusive program.

Increased knowledge base regrading inclusive education; ways to implement it at building level.

Some new ideas to implement during next school year.

As a member of a new team that plans to include all students, the information on team building was excellent. The comments from students and parents were enlightening.

Additional resources (materials and people), good information on how to continue to work with integration and overall team work. Very energizing!

Awareness and enlightenment concerning inclusion. Hopefully this awareness will help us enhance our program next year.

An opportunity to network with others who have visions about inclusive education.

Greater insights into inclusionary education - also that good education for all students is really the same as inclusionary education.

I gained a clearer understanding of what inclusion really means;

how some schools/teachers are implementing this process throughout the SCSD.

Students should be allowed to be teachers in the learning process. An excellent workshop. I wish all educators, parents, and students could have been involved.

Reinforces our role as child advocates as well as teaches lots of great ideas to get started with.

I gained some great ideas for team building - which I will attempt to implement.

Sense of renewal! Some good ideas! Thanks.

A multitude of concrete ideas that can be immediately implemented at the building level in terms of adult teaming and grouping and student participation.

A better sense of direction; great strategies for team development.

Validation of what we are doing. Opportunity for sharing. Refinement of our teaming process.

2. How could an Institute as this be improved?

Building staff should attend.

On-site visits. My wish list = enough money to hire assistants for all inclusion classrooms. (Option 1)

More opportunities provided for small group discussions.

It would have been nice to see all the high school people here - especially Nottingham.

More time for small group discussion: this should be a focal point.

I feel, time-wise, the workshop was too compacted to absorb what I considered a lot.

Great sessions! Perhaps more time to ask questions of presenters.

In-school workshops/inservice.

More small group discussion time.

More opportunity to deal with specifics--i.e, Dr. Villa's "Critical Elements of Effective Adult Teams" - great practical ideas presented. We could have used more time to discuss how to implement.

As a member of a new team that plans to include all students. The information on team building was excellent. The comments from students and parents were enlightening.

did not really speak to the issue of inclusive ed. He spoke about topics that the audience was familiar with.

Maybe the only thing is to try to have some of this - or this institute when more teachers could attend - that would be hard, of course, with need for coverage - maybe on a Supt. Day - so schools could be together and learn some of this to continue team building and helping regular teachers learn more about how this can work.

Move the speaker (Day 1) after the break rather than the last thing. Much of what talked about was repetition for many. Offer an alternative allowing for where different schools are in the process. Day II was much more relevant for me.

Include more teachers as participants.

I think the variety, pacing, etc. was excellent.

Yes, an institute like this could include a presentation to show how the inclusion idea can be extended to all areas including: ethnicity, gender, age, SES and all social challenges.

To continue this, create support groups to provide services and direction for those willing to collaborate.

- reviewed everything we have done - or are doing. He needed to be better informed of where the group is. No reason to lecture on what is written. Spent too much time on obvious and not enough on the difficult problems. Didn't read the cues from the audience - too concerned with content.

More from parents and students - including "regular" parents for their perspectives.

More participation of teaching assistants and other support personnel--that the superintendent and deputy superintendents also

attend and not just for the opening of the program.

This is lacking nothing. Every aspect for encouraging inclusion of students in the educational setting has been covered. The approach is great - encouraging and non-threatening.

3. Any additional resources or areas of information which would have been helpful?

I plan to use SETRC.

No! Thank you!

No.

Presentations from agencies who work with "families" of children who are perceived as different.

Time to share good works at each school [so] we all have time to celebrate our successes!!

4. Any other comments?

Thank you for including an African American presenter. His message and presence are needed.

How about a directory of inclusion programs that will welcome visitors.

The facilities are wonderful! Dr. Hare was wonderful!

It would be nice to hold this during the academic year so that we could tour programs in progress. Also - I would have liked to hear from "regular" educators involved in inclusion.

A relevant, positive workshop for me. I would like copies of all the transparencies!! Sharing ideas and information with Shirley Fields and Howard Blackman and Doug Biklen; very interesting group to "talk shop" with! Dr. Bruce Hare's "Beyond Us and Them" - very forceful and dynamic speaker. We need to look into on what he calls "Hidden agendas" in our educational system.

Usually the temperature at conferences is too hot or too cold - not true this time! Great! Agenda flowed smoothly! Well planned.

Good facilities; great speakers and panel discussions.

Good choice of a facility.

Loved outline provided by Rich for his sessions - very helpful. Excellent job - congrats!!

I enjoyed the decor of the Goldstein Center.

Dynamic idea to have Dr. Bruce Hare as a culminating speaker.

This was a great learning and thinking process.

Thanks so much for a fine workshop.

Dr. Hare's speech was excellent and applicable particularly in keeping with the theme of change and de-labelling.

This was truly inspirational. The pace was fine. Excellent speakers, great "creature" comforts. Very pleasant. Dr. Hare was outstanding!!! Thank you for an understanding workshop.

Where are the high school administrators? It would be helpful to recognize those teachers who are involved with inclusion. Remember the follow up.

Ongoing Formative Evaluation with Principals.

Several times throughout the course of the year, Project staff met with Principals privately to assess their perspective on the project activities. As stated by one Principal:

> "This process has helped us to define our goals and Mission. We took time we don't usually take to do that. Staff involvement is the next issue. It is difficult because the attitudes on the committee are not reflective of the entire staff. We need to work on including others. We're not there yet."

And another:

> "The rest of the school is an issue. We can't let the committee feel that they are 'anointed'. We intend to use the information from our climate study to interface with this. We need to get info out to teams--do more updates at faculty meetings and PTO."

Ongoing Formative Evaluation with Co-facilitators

Co-facilitators and Project staff also evaluated activities as they planned between meetings. We would discuss the results of the previous meeting's evaluation, and also any informal feedback that the co-facilitator was aware of in the building.

Ongoing Formative Evaluation with the Director of Special Education.

One a month Project staff (and a member of the Advisory Board) met with the Director of Special Education. He was kept fully apprised of activities at each school, and we would mutually evaluate how the process was unfolding, what particular roadblocks existed at a given setting, and how he could facilitate or

support the change process. We also analyzed the evaluations of the School Leaders' Institutes as the Director played a major role in developing agendas and eliciting interest among District leaders in presenting and attending. It was at these meetings that we discussed district-wide policies and practices in order to protect the integrity of the model programs as well as ensure their continued development and expansion.

Ongoing Formative Evaluation with Project Staff

Staff (and occasionally Advisory Board members) met frequently to discuss activities in each school. At these times, we would assess how the process as designed needed to be individualized for each setting. Staff would share ideas as to what challenges existed in their settings, and whether other staff had similar experiences or could offer insight as to strategies. In order to keep fully apprized of activities, we shared notes from meetings and drafts of emerging booklets on inclusive education. We also used this time to evaluate ongoing implementation projects.

Part IX

Project Impact and Dissemination of Information

This Project has had a significant impact on the local, state, and national level:

Local Impact

The primary areas of project impact locally were 1)schools directly engaged in the building-level process, 2)several schools assisted by project staff (in addition to demonstration sites), 3) the creation of a systematic process for school change, 4) the creation of an informal network of local expertise, and 5) staff development/project information dissemination activities.

Schools Directly Engaged in Building-level Processes

Eight schools have engaged in a building-level process in order to develop more inclusive models for students with severe disabilities (and other disabilities). Various features of these models have been implemented and are having a positive impact on a significant number of local students. It should be noted that positive changes result from a variety of forces. We do not mean to imply that the changes below are solely the result of project activities, but that project activities were a factor in 1)initiating the move towards change, 2)supporting a change already underway, 3)assisting in creating a receptive school climate for a change proposed before Project involvement, or 4)assisting a school in refining or expanding features of inclusive education which were well underway before Project involvement. **(See enclosed Booklets on Inclusion for more specific information.)** The following is a sample of some specific features schools are implementing:

> Fowler High School: During the current school year, the 9A team is fully including several students who receive Option 4 support (in addition to students with mild disabilities). Project activities included assisting with school climate, inservices and the development of communication methods as well as a listing of strategies for how students with severe (and other) disabilities can be educated in regular classes. (See booklet, "Creating a

Learning Community at Fowler" p. 17; 27-31 for strategies relating specifically to students with severe disabilities). Our Project also assisted in revising the draft component of the Fowler School Improvement Plan related to Inclusive Education (See Appendix C).

Lincoln Middle School: Lincoln has expanded the involvement of students with special needs in regular classes and has initiated a fully inclusive component to their 7th grade team (this team serves the full range of student learning characteristics.) (See Appendix D for Description as well as their enclosed booklet.)

Meachem Elementary: Meachem has merged a special class at the 4th grade level. They are in the 3rd month of this endeavor and all is going well. They will continue to build on opportunities for other students in their building. Meachem has also convened a new subcommittee of the School Improvement Committee called "Mainstreaming/Inclusion Committee" which offers support and problem-solving to staff who are including students.

Seymour Elementary: Seymour has restructured its teams so that special educators are no longer on a team together. They have made significant progress in team teaching and are continuing to expand opportunities for inclusion (See "Seymour Success: Together We Can Do It").

Webster Elementary: Webster has submitted a proposal to the School Board to include students within a "multigrade house." Webster has relocated the placement of students with severe disabilities to a section of the building where staff can team with primary teachers. This is an expansion of what had previously been part time mainstreaming model. While this is a transition

year for Webster, their continued growth looks very promising. (See "Each Child is a Promise")

Levy Middle School: This school has served student with extensive needs in a variety of regular classes for some time. An interesting evolution over the last couple years has been the number of students who are using facilitated communication and are showing previously unknown literacy skills. This has significantly increased the acceptance of students and lessened the need for extensive curricular adaptation (see "Learning and Growing Together.")

Salem Hyde: Salem has continued to fully include students in grades kindergarten through 6th. Their staff have also been involved in providing staff development to new teachers beginning in inclusive settings. They report a generally more positive attitude in the building towards the inclusion of students, but are struggling with increased class sizes. The range of student characteristics for placement in their inclusive settings has been somewhat expanded.

Edward Smith School: This school expanded their policy for which students are placed in fully inclusive settings. They continue to struggle with an over-representation of students with special needs at their school which limits their abilities to disband their one remaining special class. Despite this, they have expanded the opportunities for students in this class to attend regular classes and activities. This school also continues to build on its long established track record for fully including students with severe disabilities (See "Including Kids: How it Happens").

Schools Assisted by Project Staff (in addition to Demonstration Sites)

In addition to schools we have had a formal involvement with, we have assisted several other District schools with their evolution towards inclusive education. These include:

Franklin Elementary: We assisted Franklin in developing a proposal for the Board of Education to create inclusive models for students. Their proposal was accepted and they have initiated their program successfully this year.

Elmwood Elementary: Met with staff to share materials and ideas from participating schools.

Inclusive Preschool: Project staff have been involved in staff development with SCSD preschool personnel in order to address teamwork issues.

More than 100 staff/administrators/parents have been directly involved in the committee processes locally, and hundreds more have been effected by training efforts. Many of these individuals are emerging as local experts and will continue to provide resources to the district and surrounding districts.

Systematic Process for School Change.

The Syracuse City School District now has a process that it can offer to interested schools who want to further inclusion. These process guidelines are currently slated for final review by the Director, and will be available in January to any interested staff in the District. (The Director is a co-author of the Process Guidelines.) A description follows:

> As the benefits of inclusive schooling become clear, a growing number of students are realizing full membership in their schools. Yet many of these efforts seem fragile. This may occur because the school as a whole has not embraced the goal of inclusion--has not created an ethic of inclusion. Inherent in creating an ethic of inclusion is the beginning of a school -wide dialogue on why inclusion is important, and what steps need to be taken to make progress. If

this can be done, the likelihood of a smooth transition for both adults and students is greater. These guidelines describe a committee process which was used by eight schools to further inclusion. Committees with a cross section of staff as well as parent participation (with student input) convened to plan how the school will move forward.

These guidelines will also include the **Critical Features List and Evaluation Tool** developed by the Project (See Appendix E). School districts interested in creating alternative classroom models for integrating students with severe disabilities should be able to learn from the experience of others. The Critical Features list which has developed through Project activities should assist interested schools in assessing their own programs and setting goals for moving forward.

Creating a Network of Local Expertise.

Many staff in Syracuse were involved in inclusion efforts before the inception of this project. Project activities have assisted in creating a network of staff and parents who are now able to share ideas and expertise. These staff and parents have presented at our Institutes, been involved in visiting each other's schools and have engaged in panels on Inclusive Education at each other's schools (see Appendix F for an example of a flier for one such event). District personnel who plan District-wide inservices have utilized networks created through this project to organize presentations by staff for Superintendents' Conference Days. School staff involved in Project activities recently played a significant role in the Parents and Educators Conference on Inclusive Education (10/92).

Staff Development/Project Information Dissemination Activities (Local)

As a result of Project activities, Project staff were able to have a significant impact on staff development and teacher preparation activities locally. In addition to the events and activities listed below, the Project Director is a member of the Inclusive Education Committee at Syracuse University whose work is impacting teacher preparation locally, on a state and national level.

Many of the activities listed below were engaged in with members of Inclusive Education Committees. At each event, we would display project products

and give attendees copies of our Materials Lists. What follows is a partial listing of activities:

Local

Presentation on "From 'I' to'we': Developing effective teaching teams." Syracuse City Preschool Program (May, 1992).

Preservice for New Teachers; "Inclusive Education in Syracuse Schools"; Fall, 1992.

Syracuse City School District Superintendent's Conference; "Inclusive Education"; March, 1992.

Proseminar (Special Education, Knoblock) on "Research and Change in Integrated Settings"; February, 1992.

Syracuse City School District Superintendent's Conference; "Inclusive Education"; March, 1991).

Presentation on "Inclusive Education: Key Features" to School of Education faculty and school administrations/teachers from Central New York area; Goldstein Center; August, 1991.

Guest lecturer in "Community-Referenced Curriculum" course (Special Education; Schnorr) on topic of "Building Community in Classrooms"; October, 1991.

Presentation in teacher preparation class (Study of Teaching; Yarger-Kane) on "The Inclusion of Students with Special Needs into Schools and Classrooms"; December, 1991.

Presentation in "Collaborative Consultation Skills" course (Special Education; Meyer and Morton) on "Evaluating Teaching Teams"; July 1991.

Syracuse City School District Inservice for Teachers in Integrated Classes; "Building Community in the Classroom"; Syracuse, NY; August, 1990.

Syracuse City School District Superintendent's Conference; "Inclusive Education: What are we Learning"; Syracuse, NY; March, 1990.

Presentation in "Cooperative Learning" course (Study of Teaching; Yarger-Kane) on "Meeting Diverse Needs through Cooperative Learning"; November, 1991.

Presentation at Syracuse University; "Inclusion in the Middle Schools"; Syracuse, NY; October, 1990.

Syracuse University Student Teacher Seminar; "Teamwork"; Syracuse, NY; April, 1990.

New York State

Staff have also had many opportunities to share information and disseminate materials at schools and conferences throughout New York State over the three years of the Project. In particular, the SETRC (Special Education Training and Resource Center) Annual Conference, "Building Inclusive Schools," May 1992, was an opportunities in which key NYS educators were assembled to focus on this issue with us for a half day. We have also shared information and resources with the Statewide Systems Change Project here at Syracuse University. What follows is a partial listing of other staff development events:

Workshop on "Inclusive education: An overview." Clarence Central Schools. Clarence, New York. (June, 1992).

Presentation on "Considerations for inclusive education in middle and high schools." Cazenovia, New York (April, 1992).

Faculty report on "Inclusive education." Weedsport, New York. (February, 1992).

Schenectady Public Schools Superintendent's Conference Day; "Inclusive Education"; Schenectady, NY; March, 1992.

SUNY/Albany Chapter Phi Delta Kappa; "Building Inclusive Schools", April, 1992.

Fayetteville Manlius Public Schools Conference Day, "Inclusive Education"; Fayetteville, NY; March, 1992.

Hobart and William Smith Colleges, "Strategies for Including Students with Special Needs in Regular Classes." Guest Lecturer in Education Class Geneva, NY, 1992

Brockport Public Schools Inservice Session; "Planning for Students with Special Needs"; Brockport, NY; January and February, 1992.

Oswego Public Schools; "Building-based Change: Creating Inclusive Schools"; Oswego, NY; August, 1991.

Schodak Public Schools; "Teamwork for Inclusion"; Castleton, NY; July, 1991.

Cazenovia School District Superintendents Conference Day "Inclusive Education" October, 1991.

New York State Chapter of the International Association for Cooperation in Education; "Cooperative Learning in the Regular Classroom: Including Students with Special Needs"; New Paltz, NY; November, 1990.

Presentation to teachers affiliated with Cayuga- Onondaga BOCES on "Cooperative Learning and the Inclusion of Students with Special Needs";Auburn, NY. February, 1990.

"A workshop in day-to-day planning and decision-making for inclusive classrooms." Erie County BOCES 1, Lancaster, New York. (September, 1990).

"Features of inclusive education in elementary schools." Elementary staff, Amherst Central Schools; Amherst, New York. (September, 1990).

Baldwinsville Schools Superintendent's Conference Day; "Cooperative Learning: Including Students with Special Needs"; Baldwinsville, NY; March, 1990.

Board of Cooperative Education Services In-service; "Cooperative Learning: Meeting the Needs of a Diverse Range of Learners"; Auburn, NY; March, 1990.

Utica College; "Curricular Issues with the Inclusion of Students with Extensive Needs"; Utica, NY; October, 1990.

Utica College; "Integrating Students with Extensive Needs"; Utica, NY; February, 1990.

National/International (Canada)

This project has had many opportunities to share project information beyond New York State:

"Curriculum for students with disabilities: Preparing for transition." Manchester, New Hampshire. (March, 1992).

"Curriculum and inclusion for students with disabilities." Broward County Schools. Fort Lauderdale, Florida. (March, 1992).

Capital Area Intermediate Unit; "Meeting the Needs of Diverse Learners in Regular Classes"; Harrisburg, PA; March, 1992.

Colorado Department of Education Metro Winter Conference on Effective Education Models; "Working Together Towards Full Membership for Students with Intense Educational Needs"; Denver, CO; January, 1992.

The Association for Persons with Severe Handicaps Annual Conference; "A Building-based Process for Creating Inclusive Schools"; Washington, DC; December, 1991.

SASED Education Conference; "Modifying Curriculum for Students with Special Needs"; Downer's Grove, IL; October, 1991.

Realizations Workshop; "Moving Towards Inclusive Education"; London, Ontario; September, 1991.

Virginia State-wide Systems Change Project; "Curricular Adaptations for Students with Special Needs in Regular Classes"; Williamsburg, VA, September, 1991.

Louisiana Super Conference, Louisiana Council on Exceptional Children; "Integration Strategies and Functional Curriculum"; New Orleans, LA; February, 1991.

The Association for Persons with Severe Handicaps Annual Conference; "A Building-based Process for Creating Inclusive Schools" and "A Typical Day"; Chicago, IL; December, 1990.

"Integration: Membership and curriculum issues." Good Shepherd Elementary School.Ottawa, Ontario, Canada. (April, 1990).

"Inclusive Education: Adapting the curriculum." Williamsville, New York. (March, 1990).

"Strategies for adapting curriculum in the regular classroom." Clarence Center Elementary School. (March, 1990).

Ingham Intermediate School Services; "Curriculum and Integration Strategies for Students with Severe Disabilities"; Lansing, MI; May, 1990.

Development and Dissemination of Products

Locally, our SETRC (Special Education and Training Resource Center) is disseminating project products to any interested employee of the Syracuse City School District free of charge. In the coming month, an article will appear in the *Insider Newsletter* to further promote dissemination throughout the District.

As a result of sharing our Materials Lists at the many forums listed above, we have also fielded numerous phone calls seeking ideas, contacts for visits and written resources. As a result we have disseminated a significant number of products locally, throughout the State, and Nationally/ Internationally. (See Appendix G for "Project Materials List"). At last tally, we had disseminated approximately 1000 information booklets through our Materials List. Below is a listing of the Products (in addition to the "Process Guidelines" described above) developed by Staff and school personnel:

◆**Inclusive Education Handbooks.** These handbooks reflect a year-long effort by Inclusive Education Committees in participating schools. The committees have described major features of schooling that promote inclusion in their respective schools. Handbook drafts were shared with the entire school staff prior to completion to secure feedback and gain consensus.

As we anticipated, each school's view of inclusion (as described in their handbooks) does not yet fully exist in practice. The evolution towards inclusive schooling takes place at different rates given a variety of factors. For example, several elementary schools have described an inclusive education model where every student -- regardless of his or her disability -- is based in a regular class. Yet, there may be self-contained special classes remaining in these buildings. Thus, as part of an Implementation Plan, the Committees have suggested a course of action that would seek to remedy the discrepancy between the desired model and the one that exists. These plans have been submitted to the School Improvement Committees and are being considered in the long-range planning process.

Elementary Schools:

◆**"Including Kids: How it Happens--A Handbook on Inclusive Education"** Edward Smith Elementary School.

This school has been fully including students with extensive needs for over ten years. Topics include building "community" as a fundamental context for inclusion, ensuring success through teamwork, accommodating diversity in the classroom, using problem-solving approaches, a description of various classroom models of support, a teacher's story regarding her transition from a traditional to a more inclusive classroom, ideas for the future, as well as Appendices which offer practical suggestions, an example lesson, and students' schedules.

◆**"Everyone's Special: Inclusive Education at Salem Hyde School."** Salem Hyde Elementary School.

This school has inclusive settings available in grades kindergarten through sixth grade. They describes their goals for all students, and how inclusive settings are helpful for ensuring that all students meet their potential. In addition, this school describes the type of social, academic and physical environment which is created in order for all students to achieve. Attention is focused on the home-school and school-wide partnerships which are necessary to success. The Appendix includes information specific to team teaching.

◆**"Every Child is a Promise!"** Webster Elementary School.

The purpose of this booklet was to share a rationale for inclusion with the school staff. Contents include the benefits of inclusive schooling to students. staff and larger community; a description of how the school is currently including students (such as the Alternative Elementary Resource Program where resource services are providing in the regular classroom); "dreams" of what the school *could* look like, and ideas for how the school can move forward.

◆**"Seymour Success: Together We Can Do It."** Seymour Elementary School.

This booklet was developed to create a school-wide ethic of inclusion whereby newly structured teams could move towards inclusive schooling. Authors listed benefits to students and staff, how including students as full members fits in with the both the Mission Statement and the character of the school, dreams for the future, and action steps that the school, teams within the school, and individuals can take (including becoming a member of the Inclusive Education Support Team). Excerpts of a panel on "teaming" are also included.

Middle Schools

◆**"Learning and Growing Together: How Students with Special Needs are Becoming a Part of the School."** Levy Middle School.

Levy Middle School discusses their mission statement and diversity among their student body. Scheduling decisions are described in addition to ideas for facilitating friendships. Effective middle school teaching approaches are listed, as well as extracurricular activities which are accessible to all students. Ideas for future development are specified.

◆**"Together Each Achieves More: Steps Toward Inclusive Education for Students with Special Needs at Lincoln Middle School."** Lincoln Middle School.

This booklet identifies some of the limitations of this school's current "regular education/special education" structure for meeting the needs of all students. Steps are proposed which can be taken at the team level and the building level to move toward an inclusive education structure. Information is organized to facilitate the selection and implementation of annual goals which support inclusion at the team level, as part of the school improvement process.

High School

◆**"Creating a Learning Community at Fowler High School."** Fowler High School.

The Inclusive Education Committee at this school offers ideas for how to modify instruction and assist students in getting connected with each other. Ideas include those from a ninth grade team which has been fully including students over the last year using a team approach in which special educators work in regular classes assisting with cooperative groups and activity-based instruction. Guidelines are also offered for how we can effectively share information about students given the challenges of the secondary day.

◆**Implementation Projects**

In addition to co-facilitating committees, staff engaged personnel in a range of implementation projects related to inclusive education. These projects were written with school personnel and have been disseminated extensively through project activities:

◆**"Building 'Community' in Classrooms and Schools: A Collection of Ideas for Elementary Schools Developed by the Staff of Edward Smith and Salem Hyde Schools."** Editors: Linda Davern, Joe Marusa & Debbie Quick.
◆**"Building 'Community' in the Middle School Classroom: A Collection of Ideas and Activities from Levy Middle School Staff."** Editors: Levy Inclusive Education Committee

Building a sense of "community" in classrooms and schools is important regardless of whether there are class members who have special needs--but becomes critical with the presence of these students. Otherwise, students may be physically integrated, but socially isolated. These booklets contain ideas for how to work towards the creation of cooperative environments which are affirming of students--places where all students are included as full and active participants in the life of the classroom and school. Examples are given of how all students learn and grow in this type of environment. (Both booklets are disseminated as one packet.)

◆**"Transition Planning for Students in the Elementary Grades: Guidelines for Assisting Students who Need Extra Support and Planning in Moving on to the Next Grade."** Linda Davern, Maureen Gaynor, Martha Murphy, Lorinda O'Brien, Mary Kay Polly, Theresa Rogers, Carolyn Weber & Steven Winschell.

Extra planning and support is necessary for some students to make a successful transition to the next grade level. This is particularly important for students who need significant adaptations in curriculum and instructional approaches. This document contains a set of transition guidelines which teachers can use when planning for a specific student.

◆**"'How are We Doing?: A Review Process for Evaluating Teams Which are Working in Inclusive Settings."** Linda Davern, Alison Ford, Joe Marusa, & Roberta Schnorr.

Effective teamwork is the foundation for the successful inclusion of students with special needs in regular classes and other school activities. Yet oftentimes teaming is not as successful as it could be. This packet includes a Review Form designed for people who wish to discuss the question "How are we doing as a team?" on a regular basis. A Review Addendum addresses some additional issues unique to working with paraprofessionals. This process can be undertaken during team planning time several times each year, and can result in a frank and constructive discussion about what's working and what needs improvement. The Review Form is divided into six organizing questions: (1) Do we support each other?; (2)Do we have a commitment to a shared philosophy?; (3)Do we use effective teaming skills?; (4)Do we share information well?; (5) Is there clarity on roles and responsibilities?; (6)Are we maximizing our effectiveness? and (7) Do we use a collaborative problem-solving process?

And finally, we have disseminated the proceedings of our School Leaders' Institute:

◆**"Proceedings of the School Leaders' Institute on Inclusive Education."**
Editors: Alison Ford, Ed Erwin, Linda Davern, Roberta Schnorr, Douglas Biklen, & James Black.

In July, 1990, a *School Leaders' Institute* was held for building and central office administrators from the Syracuse City School District. The framework for this "Proceedings" booklet was prepared in advance of the Institute; then, information from the Institute participants was incorporated into this framework. Excerpts from speakers and panelists are included (students, administrators, teachers, parents), as well as the ideas generated during problem-solving sessions related to topics such as teaming, curriculum and home-school collaboration. A brief review of research and a resource listing is also included.

Additional Dissemination (Publications)

Project activities were also reflected in the following publications:

Davern, L. & Schnorr, R. (1991). Welcoming students with disabilities as full members of public schools. In *Children Today*, Department of Health and Human Services; Office of Human Development Services.

Ford, A., Davern, L. & Schnorr, R. (1991). Inclusive education: Making sense of the curriculum. In S. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms*. Baltimore, MD: Paul H. Brookes.

Further Dissemination Plans

We will continue to disseminate project materials from Syracuse University for at least the next year. In addition, we are planning on submitting several packets for publication as monographs or journal articles.

Part X

Statement on Where Further Information can be Found

As stated above, all Project documents will continue to be disseminated by SETRC (Syracuse) for at least the next few years, and by Syracuse University for at least the next year. In addition, as per following "Assurance Statement," information is being sent to the list of addressees on the "Suggested Format for the Final Report."

Part XI

Assurance Statement

This report will be sent to ERIC and copies of the Title Page and Abstract are being sent to the Addressees on the attached sheet of "Suggested Format for Final Report."

References

California Research Institute (1992). *Strategies on the integration of students with severe disabilities. (3)* 2.

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Appendix A

Data on School Inclusion of Students with Special Needs

Appendix B

School Leaders' Institute on Inclusive Education: Brochures and Agendas

About the Institute

This Institute is part of the **Inclusive Education Project**. The goal of this three-year project is a basic one: let's develop (or further develop) schools as communities where all children, regardless of their learning, physical, or emotional characteristics, can attend and experience full membership. This is a collaborative project between the Syracuse City School District and Syracuse University that uses a building-level committee process to work towards this goal.

Inclusive schools are characterized by:

* a school philosophy that acknowledges that the best preparation for adult life in a diverse society is an education which includes ongoing daily contact with children who have various characteristics--that diversity enriches the life of the school.

* placement models which welcome all children (including children with severe disabilities) into the life of the school as opposed to those which maintain them as "outsiders."

* teachers with regular and special education training working together with shared ownership of children's educational programs.

* ongoing creative problem-solving mechanisms for dealing with challenges.

This project recognizes that inclusive schools are not developed overnight. Inclusive schools develop as the result of a consensus-building process that includes strong leadership and careful planning by the people who make schools work: teachers, administrators, parents, students and support staff. Each year of the **Inclusive Education Project**, three schools make a commitment to participate in the project. Project staff work with the school's Inclusive Education Committee to develop a Booklet that outlines the school's philosophy as well as which steps have been taken (or could be taken) towards the goal of inclusion. Project staff also assist interested teachers and/or parents in carrying out projects that promote the inclusion of students with special needs. We are just completing the second year of the project. Participating schools have been Edward Smith, Salem Hyde, Seymour and Webster Elementary Schools, and Levy and Lincoln Middle Schools.

Goals of the Institute

* **Heighten awareness** about promoting the inclusion of students with special needs and other students who are at risk of being isolated in their schools.

* **Share ideas and strategies** that have been used in elementary and secondary schools to promote inclusion.

* **Become aware of resources available** to assist schools in inclusive education efforts.

YR 1

School Leaders' Institute on Inclusive Education

AGENDA

Day 1 (Thursday, July 12, 8:30-3:00)

8:30-9:00 Coffee

9:00-9:20 Greetings and Opening Remarks

Ed Erwin, Director of Special Education
Henry Williams, Superintendent of Schools
Anne Smith, U.S. Department of Education

9:20-10:30 Opening Address: "Acting on our Belief Systems"

Introduction: Linda Davern, Coordinator, Inclusive Education Project
Speaker: Larry Rowe, Assistant Superintendent of Johnson City Schools

10:30-10:45 Break

10:45-12:00 Work Groups: "Sharing Session -- Example and Nonexamples of Inclusion"

There are already many examples in the Syracuse Schools of strategies that promote the inclusion of students with disabilities -- examples of how our schools are "acting on our belief systems." Members of the work groups will have an opportunity to share these positive indicators of inclusion. They will also have the opportunity to point out indications that full inclusion has not yet been achieved.

12:00-1:00 Lunch

1:00-2:30 Work Groups: "Problem-solving a Barrier to Inclusion in Your Building

In advance of the Institute each participant identified a particular issue or concern that he or she would like to address during a work group session. Groups have been assigned according to these interests. A facilitator will lead the group through a problem-solving process to arrive at practical strategies that can be used to address the concern.

2:30-3:00 Reports to the Large Group

3:00 Session Ends

Resource Table: Jim Black, one of Syracuse's SETRC training specialists, has set up a display table of printed materials and videos pertaining to the topic of inclusive education.

Day 2 (Friday, July 13 - 8:30-12:00)

8:30-9:00 Coffee

9:00-9:15 Images from Syracuse

A slide presentation depicting images of inclusive education taken in the Syracuse City School District.

9:15-9:30 Introduction to Panels

Speaker: Hillery Schneiderman, Parent, Syracuse City School District
Speaker: Cathleen Corrigan, Teacher Syracuse City School District
Speaker: Mike Kennedy, Self-advocate, Coordinator, Center on Human Policy, Syracuse University

9:30-11:15 Panels - Perspectives from Parents, Teachers and Students (former and current students)

	Parent Panel	Teacher Panel	Student Panel
9:30-10:15 Panel #1			
10:15-10:30 Break			
10:30-11:15 Panel #2	Carol Berrigan, Moderator	Alison Ford, Moderator	Linda Davern, Moderator
	Suzanne Brown	Lou Adams	Rachel Apter
	Nancy Copani	Olga Powers	Greg Kaiser
	Mary Gay DeFuria	Cathleeen Corrigan	Mike Kennedy
	Hillery Schneiderman	Mary Eileen Kenney	Jessica Marusa
	Joe Vargo	Theresa Rogers	Shawn Seales
			Dishan Walls

Three panels will be run concurrently -- a "Parent Panel," "Teacher Panel," and "Student Panel." Each participant will attend two panels. After a brief introductory comments by each panelist, participants will have a chance to question these panelists who have been involved in district programs where students with special needs participate in regular classroom and other activities along side their peers without disabilities.

11:30-12:00 Closing Address: "Embracing the Notion of Inclusion"

Introduction: Doug Biklen, Professor of Special Education
Speaker: William Pollard, Dean of Social Work, Syracuse University

12:00 Session Ends

Institute Participants

Speakers:

Dr. Henry Williams, Superintendent of Syracuse City School District
Edward Erwin, Director of Special Education, Syracuse City School District
Hillery Schneiderman, Parent
Mike Kennedy, Self-Advocate, Coordinator, Center on Human Policy, Syracuse University
Cathleen Corrigan, Teacher, Syracuse City School District
Larry Rowe, Assistant Superintendent of Johnson City School District
Dr. William Pollard, Dean, School of Social Work, Syracuse University
Anne Smith, Project Officer, Office of Special Education, U.S. Department of Education

Group Facilitators:

Barbara Ayres, Graduate Associate, Syracuse University
Doug Biklen, Professor of Special Education, Syracuse University
James Black, SETRC Training Specialist, Syracuse City School District
Joy Casey, Graduate Associate, Syracuse University
Linda Davern, Coordinator, Inclusive Education Project, Syracuse University
Patrick Dempsey, Supervisor of Special Education Programs, Syracuse City School District
Alison Ford, Associate Professor of Special Education, Syracuse University
Peter Knoblock, Professor of Special Education, Syracuse University
Luanna Meyer, Professor of Special Education, Syracuse University
Mary Moreland, Teacher on Special Assignment, Levy Middle School, Syracuse City School District

Panelists:

Parent Panel	Student Panel	Teacher Panel
Carol Berrigan, Moderator	Linda Davern, Moderator	Alison Ford, Moderator
Suzanne Brown	Rachel Apter	Lou Adams
Nancy Copani	Greg Kaiser	Cathleen Corrigan
Mary Gay DeFuria	Mike Kennedy	Mary Eileen Kenney
Hillery Schneiderman	Jessica Marusa	Olga Powers
Joe Vargo	Shawn Seales	Theresa Rogers
	Dishan Walls	

Year 1

Institute Participants - *Work Groups*

Group A: Involving more regular educators (elementary schools)

Doug Biklen, Facilitator
Mary Coughlin, Vice Principal, Delaware
Rhoda Freedman, Administrator, Blodgett
Patricia Hall, Director, Elementary Education

Group B: Including students with challenging behavior(middle and high schools)

Luanna Meyer, Facilitator
Titia Collins, Principal, Lincoln
Dick Lightcap, Vice Principal, Lincoln
Dan Lowengard, Principal, Levy
Al Wolf, Principal, Central Tech

Group C: Improving home-school collaboration

Joy Casey, Facilitator
Donna DeSiato, Principal, Meachem
Charlene Smith, Vice Principal, Early Childhood, Blodgett
Earnest Wood, Administrative Intern, Henninger

Group D: Involving more regular educators (middle and high schools)

Pat Dempsey & Alison Ford, Facilitators
Jane Fahey-Suddaby, Administrative Intern, Shea
Denise Johnson, Associate, Pupil Services
Ron Theel, Intern, Huntington

Group E: Including students with challenging behavior (elementary schools)

Peter Knoblock, Facilitator
Sharon Birnkrant, Vice Principal, Danforth
Rosa Clark, Principal, McKinley-Brighton
Dean DeSantis, Vice Principal, Huntington
Kurt Lavin, Administrative Intern, Meachem

Group F: Teaming between special and regular educators

Linda Davern & Mary Moreland, Facilitators
Gary Crawford, Administrator, Health & PE
Marilyn Guinn, Administrative Intern, Danforth
Sandra Wiggins, Vice Principal, Levy

Group G: Facilitating Peer Relationships

Barb Ayres & Jim Black, Facilitators
Stephanie Leeds, Vice Principal, Webster
Maxine Williams, Principal, Webster
Yvonne Young, Principal, Huntington

Participants Yet to be Assigned to Work Groups

Rennie Abraham, Principal, Dr. Weeks
Sheila Elmer, Principal, Salem Hyde
Margaret Foody, Vice Principal, Huntington
Ann Gibson, Principal, H.W. Smith
Pat Howard, Principal, Edward Smith
Lena Kochian, Coordinator, Health Careers, Henninger
Tony Maggesto, Assistant Director, Special Education
Virginia Maroney, Administrator, Special Education
Yancey Padget, Vice Principal, Edward Smith
Sally Ramano, Administrator, Special Education
Dominick Sabatino, Principal, Franklin
Jill Spellman, Assistant Director, Middle Schools
Alan Steinberg, Director, Middle Schools
Joan Valerius, Vice Principal, Seymour
Octavia Wilcox, Principal, Porter
Gloria Williams, Vice Principal, H.W. Smith

For more information contact:

Ed Erwin (435-4424)
Linda Davern (443-1881)

Sponsorship:

This Institute is sponsored by **The Inclusive Education Project** (A collaborative project between Syracuse University and the Syracuse City School District):

Ed Erwin, Director of Special Education,
Syracuse City Schools
Linda Davern, Project Coordinator,
Syracuse University
Roberta Schnorr, Project Associate,
Syracuse University
Patricia Rogan, Assistant Professor,
Syracuse University
Douglas Biklen, Director of the Division of Special Education and Rehabilitation, Syracuse University

The Inclusive Education Project
Syracuse University
Division of Special Education and Rehabilitation
805 S. Crouse Ave.
Syracuse, NY 13244-2280

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Thursday, July 11th

8:30-9:00 - Coffee
9:00-9:15 - Opening Remarks
9:15-11:15 - Dr. Villa: "The Power of Partnership: Promoting Inclusive Schools"
11:15-11:30 - Break-Coffee/Pastries
11:30-12:30 - Panels: Concurrent panels which focus on Elementary Schools and Secondary Schools. Administrators, teachers, parents, and students share information:
- ✔ Teaming between educators (regular and special education)
- ✔ Varied approaches to inclusion
- ✔ What inclusion means in the life of students (with and without special needs)

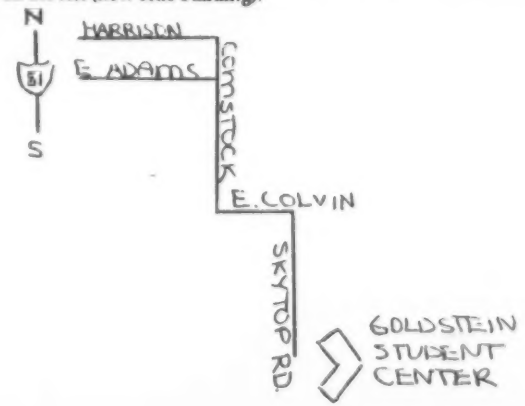
12:30-1:30 - Lunch served on-site
1:30-3.00 - Dr. Villa: "Critical Elements of Effective Adult Teams"

Friday, July 12th

8:30-9:00 - Coffee
9:00-9:45 - "Students' Perspectives on Being Together" / "Parent's Perspective on Inclusion"
9:45-10:30 - Panel: "Reducing the Gap Between What we Want and What we Have"—issues specific to the school leader's role in creating building-based change while working within existing resources. Topics will include:
- ✔ How to support innovative efforts
- ✔ How to work inclusion into the "school improvement" process
- ✔ How Leaders can create a *climate* of inclusion
- ✔ How to distinguish between real and perceived barriers

10:30-10:45 - Break-Coffee/Pastries
10:45- 11:45 - Discussion groups on Leaders' role and "Challenges Unique to My Building"
11:45 -12:30 - Dr. Hare: "Beyond Us and Them: Toward Inclusion and Mutual Respect"

LOCATION-The Goldstein Center is located on Skytop Road about 1/2 mile up on the left (new blue building).



School Leader's Institute on Inclusive Education

Thursday, July 11th (9:00-3:00)
and
Friday, July 12th (9:00-12:30), 1991.

Goldstein Center at Skytop
Syracuse University

YEAR 2

Institute Themes:

- "The Power of Partnership": Collaboration Between Adults and Children to Promote Inclusive Schools
- "Doing the Most With What We Have": Moving Forward in Challenging Times
- "Sharing Ideas and Expertise": Comments from Principals, Teachers, and Parents

Sponsored by The Inclusive Education Project
for
Administrators and other School Leaders in the Syracuse City School District

Highlights

This year's Institute is designed to build on last year's. Participants indicated in their evaluations that having this opportunity to focus (with other District leaders) on the "inclusion" of students with special needs proved helpful and stimulating. This year we are hoping for even more involvement from a wider range of schools. This Institute is designed to **accommodate returning participants as well as leaders attending for the first time.**

Administrators are encouraged to invite members of their **School Improvement Committees** (or others who are formal or informal "leaders") to join the Institute. Time will be incorporated for participants to discuss issues and ideas specific to their building and their unique challenges.

Opening Remarks

Opening remarks will be made by Dr. Henry Williams and Ed Erwin.

Featured Speakers

Rich Villa. Dr. Villa is currently the Director of Instructional Services for the Winooski (Vermont) School District. He is an adjunct professor at the University of Vermont and St. Michael's College. Dr. Villa is the author of numerous works regarding the education of all children in heterogeneous groupings, cooperative group learning, collaborative consultation and school-based systems change strategies. Dr. Villa will speak on the **" Power of Partnership: Collaboration Between Adults and Children to Promote Inclusive Schools"** and **"Critical Elements of Effective Adult Teams."**

Bruce R. Hare. Dr. Hare is Professor and Chair of the Department of African American Studies and Professor of Sociology, Maxwell School, at Syracuse University. Much of his research is concerned with the influence of socialization and self-esteem on academic achievement among preadolescents, and the effects of gender, social class, background, and race on perception and performance. Dr Hare will speak on **"Beyond Us and Them: Toward Inclusion and Mutual Respect."**

Panels/Presentations

Day One: District Administrators, Staff, Parents, and Students will share their perspectives on issues such as:

- ▲Teaming between educators (regular and special education)
- ▲Varied approaches to inclusion
- ▲What inclusion means in the life of students (with and without special needs)

Day Two: "Reducing the Gap between What we Want and What we Have."

This panel will address issues specific to the **school leader's role** in creating building-based change while working within existing resources. Topics will include:

- ▲How to support innovative efforts
- ▲How to work inclusion into the "School Improvement" process
- ▲How Leaders can create a *climate* of inclusion
- ▲How to distinguish between real and perceived barriers

"Students' Perspective on Being Together"-Students share their experience with friendship

"A Parent's Perspective"-A local parent shares a perspective on inclusion

Resource Table

There are a growing number of resources which are related to the successful inclusion of students with special needs in regular classes and activities. Project materials as well as other resources will be on display.

REGISTRATION

Please return this registration form by **June 26th** to:

Ed Erwin, Director of Special Education
Syracuse City School District
Central Offices

Name_____

Position_____

School_____

Phone_____

☐ I will be attending. ☐ I will not be attending.

✎Special Needs:

The Goldstein Center is fully accessible. If you have any special needs you would like the sponsors to consider, please note below (e.g., need large-type print, preferential seating).

_____

_____

✎There is no registration fee. Materials, luncheon on Thursday, and coffee breaks are provided by the Inclusive Education Project. There is free parking adjacent to the Goldstein Center.

Appendix C.

Draft Component of School Improvement Plan

Draft

OBJECTIVES	ACTIVITIES (to achieve objectives)	PERSONS RESPONSIBLE/ RESOURCES	TIME LINE	EVALUATION	
•Students will be appropriately placed with proper schedules and support.	•Staff in the Special Education Department will communicate regarding scheduling issues (e.g. not placing too many students with IEP's in one class, making good matches for students' interests and opportunities to address IEP objectives.) •Input on placement issues will be obtained from staff (regular), guidance counselors and through meetings, surveys, and workshops. •A scheduling procedure will be developed: 1.Teachers make recommendations for placement. 2. Guidance and administration develop schedules over summer. 3. Teachers initiate changes before September _____with Guidance. 4. Teachers initiate changes after September _____ with _____.	•Staff (Special Education) •Guidance Counselors •Administrators •Vocational Planning Involvement •Teachers (Regular and Special) NEED: Master Schedule		•Students and staff will be satisfied with placements.	
•Students will experience success in regular classes based on individual goals and objectives.	•A system for communicating with teachers of regular classes will be developed to reach clarity regarding individual goals for students with special needs. •A grading approach consistent with the philosophy of inclusive education will be developed.	•Staff •Subcommittee of Inclusive Education committees with input from others.		•Student progress date will reveal success. •A consistent grading approach will be in place.	
•Adapted materials and other resources will become available to all staff.	•Books on tape will be expanded and stored in _____ (a listing will be maintained). •Staff will attend related conferences (as resources allow).	•Staff •Students (who assist with taping) NEED: •Resources to purchase tapes.		•A resource library which meets student and staff needs will be in place. •Staff attendance at conferences will be reviewed.	

BEST COPY AVAILABLE

OBJECTIVES	ACTIVITIES (to achieve objectives)	PERSONS RESPONSIBLE/ RESOURCES	TIME LINE	EVALUATION	
	•Modifications will be developed for "Unit Writing Guidelines" (e.g. Writing Process, Listening Guides, Cornell notes, Mapping, Curriculum Matrixing.)			•Modifications will be utilized by staff as needed.	
	•Continued information on formal "Testing Modifications" will be made available.			•Information of Testing Modifications will be at the disposal of each staff member.	
	•Information will be developed on adapting lessons an tests for students with individualized goals (e.g., reduced test items, test rewritten, words explained, highlighted streamlining course content).	•Staff •Inclusive Education Committee Members		•Information...	
•An increased level of professional knowledge related to inclusive education will be developed.	•Staff will model varying instructional approaches. • Staff will visit other schools which are fully including students. •Staff will share information on visits at meetings. •Staff will become well informed as most promising practice nationally -research -connecting with S.U.	NEED: •Release time •Approval between schools		•Staff will demonstrate a high level of professional knowledge related to inclusive education.	
•A team approach between staff (special and regular education) will be established, and common "ownership" for students' success will develop.	•Staff (special education) will become members of existing teams in order to help students become successful and to learn about department functioning (as possible).	•Staff (Special and Regular)		•Effective teamwork will be in place.	
	•Staff (special education) will attend subject-matter workshops (as possible) (e.g., District English Conference).	•Staff (Special Education)			

OBJECTIVES	ACTIVITIES (to achieve objectives)	PERSONS RESPONSIBLE/ RESOURCES	TIME LINE	EVALUATION	
	•Inservice (s) will be offered to all staff related to inclusive education in order for all staff to become more knowledgeable.	•Staff (Special and Regular)		•Positive evaluations will emerge from inservice.	
•Staff (Special Education) will feel involved and accepted.	•Staff (Special Education) will encourage each other to become involved in a range of school activities/functions/clubs/sports (outside of those they might normally be involved with)	•Staff (Special Education)		•An informal survey of key staff will reflect an increase in involvement.	
•Fowler students will become aware of disability issues as well as other approaches to welcoming and respecting diversity such as multicultural education.	•Activities/materials related to these themes will be offered to staff in order to infuse them into instruction and other themes such as "Study and Support" times.	•Staff (Special and Regular)		•Lessons and student outcomes will reflect an increased awareness of issues related to disability and multicultural education.	
	•Communication will be established between those involved in inclusive education and the multicultural committee.				
•Students who receive special education support will participate in all school activities (as interested).	•Staff will become aware of the range of activities (through posters, announcements etc.)	•Staff		•An informal survey of key staff will reveal an increased level of student participation.	
	•Staff will encourage students to participate (e.g. dances, sports, talent shows, assemblies, clubs, Student Government).	•Staff			
•Staff will monitor progress and adjust according to data.	•Data will be obtained on Drop-out rates.			•Changes will be made as needed.	
	•Staff will determine how information affects adjustments in support.				

Appendix D

Emerging Models at the Middle School

INCLUSIVE EDUCATION
LINCOLN MIDDLE SCHOOL

What steps have been taken to develop an inclusive education approach at Lincoln Middle School?

1990-1991 Inclusive Education Committee

Regular and special education teachers, administrators, teacher assistants, and the school psychologist from Lincoln formed a committee that met throughout the 1990-91 school year to plan for the development of inclusive education programming at Lincoln. A parent of a Salem Hyde student ( ) was also a member of this committee. This group's planning addressed issues related to developing an inclusive middle school program for students from the inclusive program at Salem Hyde as well as restructuring programs for Lincoln students who are assigned to self-contained classes. The committee gathered and shared information on inclusion with the entire faculty through team activities, written materials and faculty meetings.

Members of this committee developed a booklet, *Together Each Achieves More--Steps Toward Inclusive Education for students with special needs at Lincoln Middle School.* The entire Lincoln staff had opportunities to review drafts of the booklet and provide input as it was developed. All staff members received a copy of the final booklet. Several committee members attended the School Leaders Institute on Inclusive Education which was held last summer at S.U.

Restructuring of Special Education Team

As of September, 1991, special education teachers were reassigned to regular education teams. (Formerly there was a "special education team.") These teachers share common planning time with the regular education teachers on their team and special class students are scheduled for some regular education activities within their regular team (for the most part).

Piloting of Inclusive Education Practices --Team 7A

One of this year's seventh grade teams is made up of teachers who volunteered to create a team to try new approaches to serving all of the students on their team. One of the many goals this team had was to begin to implement inclusive practices to serve students who were assigned to a special class as full members of their team. The special education teacher has expanded her role to team teach classes that include students with and

without disabilities (Science, Health, Math) and to become a full member of the 7th grade team as they plan for all of their students. Some students who had been in the special class are successfully included in English and Health classes within the team without extra staff support in class.

This team continues to meet regularly to clarify the inclusive education model and build on what they are learning. All of the teachers on this team will stay with this group of students and become their eighth grade teachers next year.

Identifying and Preparing a New Inclusive Education Team

Because the teachers from team 7A will have eighth graders next year, a new inclusive team will receive the first group of students transitioning from Salem Hyde in September, 1992. Members of the new inclusive education team were chosen in December, 1991 in order to allow time for them to meet and prepare throughout the spring of 1992. This group of teachers meets twice a month after school to get to know one another and plan for next year's program. Topics include why inclusion is important, features of inclusive models, and strategies for implementation (e.g., scheduling, support, multi-level teaching strategies, cooperative learning).

Other Activities Related to Inclusion

Members from both inclusive teams have visited inclusive programs in other schools including Salem Hyde, Johnson City and Fowler High School. (More visits are scheduled for some members.) A team of teachers from Fowler High School that is fully including students from two former special classes will visit to share information with both teams later this month. Team members also continue to review materials related to inclusion and strategies for implementation.

What will the inclusive education program look like for students from the Salem Hyde program when they enter Lincoln?

Students will be full members of a regular seventh grade team. The team will include regular education teachers as well as one special education teacher and one teacher assistant. Students with special needs will be scheduled for regular classes like other students on the team. Scheduling adjustments will be made within the team as needed to be sure students who need extra staff support in-class are are scheduled for classes which are team-taught or have a teacher assistant. Classwork will be adapted as needed to ensure the success of each student. Also, members of both teams are using (and expanding) teaching approaches that support inclusion such as cooperative learning, whole language activities, projects, and partner/ peer

tutor activities. These approaches are used with all students on the team.

We are still learning about inclusive education at the middle school level, and will no doubt learn more as we build on our successes and experiences.

Inclusive Team Teachers-Lincoln M.S.

7th graders- 1992-93

Gwen Maturo
Shirley Curtiss
Frank Gagliardi/Dean Squires
Mark Gotham
John Lang

_____Helping Teacher (sp. ed.)

7th graders- 1993-94

Jan Mazella
Melanie Jivoff
Renee Ryan
Betty Smith
Aileen Reynolds
Dean Squires/ Kira Dirghalli

Appendix E.

Evaluation Tool and Critical Features List

Evaluation Tool and Critical Features List

The following features can be used as a Critical Features List when developing programs or as an evaluation tool for existing programs. It is suggested that they be used with a scale such as:

4=This feature is fully present at our school.
3=There is significant evidence of this feature at our school.
2=There is some evidence of this feature at our school.
1=There is little or no evidence of this feature at our school.

Access/Presence

- Any student with special needs[1] can attend this school (if it is the school that he or she would attend if not receiving special services)--no one is denied access because of a particular educational classification such as "severely handicapped."

- The percentage of students with special needs attending this school approximates the percentage for the entire school district (e.g., approximately 12%).

- (a) If this school is an elementary school:
  Students with special needs are full members of regular classes (e.g., 3rd grade).

  (b) If this school is a secondary school:
  Students with special needs have ready access to regular classes (i.e., "wheeling and dealing" is not necessary).

- A student with special needs uses the same facilities at the same times as other students of similar ages (e.g., pool, gym, library, playground, cafeteria).

- Students with special needs participate fully in grade/school functions such as grade-level plays and field trips.

- Students with special needs have access to extracurricular activities, and are supported and encouraged in their participation.

---

[1] For purposes of these features, "special needs" refers to students who have been identified as needing special education supports--including students with very extensive needs.

School Leadership

- A sense of family or community (among staff and with students) is encouraged by administration.
- There is a prevailing attitude of respect for staff.
- The school Mission Statement/Philosophy reflects celebration of diversity, and includes all students in its projected outcomes.
- Goals related to developing a fully inclusive school are incorporated into the existing mechanism for creating school change (e.g., School Improvement Committee).
- The building administration's responsibilities regarding leadership, supervision and evaluation apply to all teaching staff, including teachers with special education training and related service providers (e.g., speech/language).
- The building policy expresses a commitment to maintaining all enrolled students (i.e., a student with special needs cannot be referred out because she or he does not "fit" existing programs).
- There is a staff development process in place that is used to strengthen expertise towards educating students with special needs in regular classes.
- Staff are encouraged by administration to share resources and expertise.
- Innovations in teaching by staff are actively supported by administration (e.g., cooperative learning, whole language approaches, theme or project-based approaches).

Staff Responsibilities

- Each teacher assumes an active teaching role for students assigned to her or his classes, including those who have special needs.
- If your school is structured in "teams" which assume responsibility for a particular group of students (e.g., the 3rd grade team, Team B in the middle school); students with special needs are included in this structure.
- Teaching staff use collaborative skills effectively to work as team members for planning and instruction.
- Teaching assistants are considered valuable members of the teaching team and are encouraged to participate in planning and decision-making.

- Teaching assistants are perceived as assistants to the *class* rather than to a student(s) with special needs.

- Individualized Education Plans for students with special needs are developed mutually by teachers with special and regular education training (as well as others).

Supporting Students

- Individual Education Plans are "accessible" to all staff (i.e., easily understood and provided in a format which is usable to staff).

- Teaching staff involved with a particular student have a voice in determining how much and what kind of extra support the student needs.

- [Secondary] A particular teacher or team is responsible for coordinating the program, advocating for, and supporting each student who has special needs.

- There is adequate time for team members (regular class teachers and others) to plan for and problem-solve issues related to their students who have significant special needs.

- A well-defined process exists for problem-solving around a student with challenging behavior.

- Special services (e.g., resource, speech, reading) are closely coordinated with regular class goals and activities.

- Special services are provided primarily in regular classes and other routine activities (rather than relying on "pull-out").

- An effective "transition" planning process (when moving from grade to grade) is used for students with special needs.

- If a student does not make friends easily, an attempt is made to place him or her with friends as he or she moves on to the next grade.

Curriculum/Instruction/Methods

- A mechanism is in place for staff to share expertise and materials within the school and the district.

- Teachers exercise a fair degree of autonomy in making decisions related to methods and approaches to teaching.

- Staff have access to resource materials and resource people to assist with curricular adaptations and modifications.

- Curriculum offerings are sufficiently broad to address the full range of student needs (e.g., work experience, community-based instruction, bi-lingual education).

- All students receive instruction in a variety of mixed ability groups throughout their school day.

- Student-to-student interaction is encouraged (e.g., peer tutoring).

- Instructional methods and procedures are used that teach students how to work well together (e.g., cooperative learning, peer tutoring).

- Classroom activities provide frequent opportunities for interactions among diverse groups of students.

- "Conflict resolution" skills are viewed as an essential element of curriculum.

Learning Environment

- Teaching staff consciously create an environment that has a strong sense of "community."

- Students are rewarded for valuing differences and assisting one another.

- Students at risk of becoming isolated from their peers are supported through informal, and when necessary, formal methods -- to develop and maintain friendships.

General Attitudes and Perceptions

- There is a prevailing attitude of respect for students.

- Diversity in student characteristics and background is viewed as enriching the school community.

- No staff feels that they are "on their own" when faced with a difficult situation.

- Parents are welcomed into the school and encouraged to share their skills and knowledge in the classroom and school.

- Students with special needs are viewed as full members of the student body by staff.

- Parents are active partners in the educational process and their participation is considered valuable .

Student Outcomes

- Outcome measures reflect various aspects of a student's development (e.g., personal and social as well as academic development).

- Student recognition is based on one's own achievements rather than comparing performance with other students.

Appendix F

Flier from Panel on Inclusive Education

PANEL

SPEAKING ON

"INCLUSIVE EDUCATION"

The Inclusive Education Committee has invited several District teachers and a parent of a child with special needs to address questions and share their perspectives on inclusive education.

All staff are invited to attend

(Feel free to drop in for 10 minutes if you like)

DATE-TUESDAY, MARCH 24TH

TIME-3:15-4:15

MEACHEM ROOM 205

DRINKS AND GOODIES PROVIDED